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ABSTRACT

This bibliography is a compilation of educational articles appearing in periodicals and newspapers in India during the period of January through March, 1971. Published quarterly, the index abstracts articles from 28 periodicals and 6 newspapers. Abstracts are entered by author and are arranged alphabetically under subject. The comprehensive summary of each article is written in approximately two hundred words. There is no index nor cross-referencing system. Subjects range from Technical, Special, Adult, and Preschool Education to Course of Study, Curriculum, and Finance. A special section is appended covering the topic Education for National Integration. (JMB)

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(Abstract Nos. 1 - 140)

Contains a Special Section

Education for National Integration

(Abstract Nos. A1 - A41)

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INDIAN EDUCATIONAL MATERIAL

Vol 6 No 1 March 1971

ACADEMIC ACHIEVEMENT

1 ANNAMALAI K, VENKATASUBRAMANIAM R: Case studies of a few students who have secured high marks in the S.S.L.C. examination. Journal of Educational Research and Extension 1971, 7(3), 160-6.

The study was conducted to investigate the factors responsible for the high academic achievement of pupils and to offer suggestions to schools and parents accordingly. The data for the study were collected through two separate interview schedules administered to 15 cases of high achievers who had secured more than 65% marks in their SSLC examination and their parents. The questions in the interview schedules pertained to personal information, details about family background, home environment and health conditions, educational background of parent, schools attended by pupils and their subjects of study, and the opinions of pupils and parents regarding the factors responsible for the high academic achievement, etc. The findings revealed that conducive home environment, parental encouragement for studies, facilities for home study, regular study habits of pupils, active interest of parents and schools in the studies of pupils, regularity in attending schools and the habit of library reading by pupils were some of the factors for high academic achievement. On the basis of these findings, it has been recommended that schools should conduct unit tests at regular intervals to assess the achievement level of pupils and provide adequate library facilities. It has also been suggested that parents should offer facilities for home study and take an interest in their children's studies and that pupils should develop study habits, complete home assignments, cultivate the habit of using the school library and attend the school regularly.

2 DAVE P N: Achievement motivation and risk-taking in kindergarten children. Journal of Psychological Researches 1970, 14(1), 7-13. 9 ref.

The main purpose of this study conducted on a group of 30 five-year-old kindergarten children of a private suburban school in St. Louis was to investigate the relationship between risk-taking and n-achievement of children by using both the Stanford-Binet Intelligence Test (SBIT) and the Doodle Test. Risk-taking behaviour of the children was measured by a very interesting but simple game called Rool-and-Bowl whereby five hanging, movable pins were to be hit with a ball from three distances- easy, moderate and difficult. The following conclusions have been made on analysing the obtained results: 1) n-achievement and risk-taking were fairly developed in the children; 2) the SBIT was a fairly reliable and valid instrument for measuring achievement motivation in children; 3) children with high intelligence took more moderate risks than the children with low intelligence.

3 SHARMA V P: Differential scholastic attainment in federal Hindi by school timing. Progress of Education 1971, 45(7), 264-7.

To verify the hypothesis that the scholastic attainment in federal Hindi of the day-school pupils would be superior to the night school pupils, an achievement test in Hindi as a second language, standardised by the author, was administered to a sample of 846 Marathi medium day and night school pupils studying in VIII, IX, and X grades of secondary schools in West Maharashtra. Interpretation of the data confirmed the hypothesis and the factors viz. carefree dependent life, better equipment of learning materials, able guidance and more time to study the subjects have been stated as the causes of better attainment of day school pupils.

ADMINISTRATION AND ORGANIZATION

4 AMRIK SINGH: Relations between the teaching and the administrative staff. University News 1971, 9(3), 14-17.

Highlights the importance of mutual cooperation between the teaching and the administrative staff, the former occupying the foreground and the latter enabling those in the foreground

to operate actively, efficiently and even adventurously. The poor relationship between the teaching and the administrative staff has been attributed to the low priority given to education as a career and the presence of misfits in both categories. The situation can be atleast partly improved by educating the scholars and the administrators regarding their respective roles and responsibilities and establishing a set of ground rules for ensuring harmonious and productive relationship between the teaching and the administrative staff. The two prerequisites for changing the present administration-oriented university system are making the career of a university administrator more attractive and imparting new knowledge and managerial skills to those already in position. The importance of the mediatory and leadership roles that should be played by the vice-chancellor with the active cooperation of the university academics in changing the traditional orientation has also been pointed out. The following proposals have been made for the efficient functioning of the universities: 1) greater devolution of powers by the vice-chancellor to the teaching staff thus having several foci of power instead of only the vice-chancellor and the registrar; 2) decentralising university administration by a) not making the registrar the permanent head of university administration but having two other officials of a comparable rank, one incharge of examination work and the other incharge of finance and other matters, b) strengthening the administrative structure of departments and faculties.

5 Education system on "verge of violent collapse" [news item]. Hindu 22 January 1971, p. 13, cols. 1-3. 1100 words.

The eight-day seminar on "Management and Organisation of Indian Universities" organised jointly by the Indian Institute of Advanced Study, Simla and the University of Mysore made the following recommendations: 1) the entire educational system has to be radically rebuilt instead of piecemeal reforms; for this, a middle course between total revolution on the one hand and conservatism and drift on the other was possible; 2) to deal with pressure of numbers, there should be no restriction imposed on admissions beyond the entrance test at matriculation, higher secondary, pre-university or preprofessional stage; there should be correspondence courses, a wide variety of vocational degree, diploma and certificate courses linking education with productivity; university degree should not be linked with Government employment; attendance in college as a prerequisite for taking university examinations should be given up; 3) stiff honours courses should be made compulsory for those who wished to proceed to postgraduate studies; 4) baneful political pressure and domination on university bodies should be eliminated; 5) joint student-teacher consultation

committees should be statutorily established; teachers' associations should be consulted for reform of syllabuses; 6) university departments should be democratised; 7) a panel of nominees of University Grants Commission and the Inter-University Board should be set up for inspecting affiliated colleges; arbitration councils should be established in universities to settle disputes between teachers and their managements; 8) ways should be ensured that the Governor functioned as Chancellor of a university independently of his political office; there should be one or more pro-Vice-Chancellors; 9) in-service training for university administrators is essential; universities needed urgently a systems analysis approach to their financial management; 10) to ensure involvement of students in courses workshop-cum-training centres should be set up in universities and teachers should spend varying periods of time at such workshops; 11) regional language should be the medium of instruction even at the highest level; 12) a course in composite Indian culture is necessary for all the students.

ADULT EDUCATION

6 ADISESHIAH M S: Adult education in the seventies. Indian Journal of Adult Education 1971, 32(2), 14, cover III.

Adult education in the nineteen seventies should bring about behavioural changes in the minds of human beings by constantly renewing the knowledge and skills in response to the changing environment. Thus, adults should be educated for participation in collective decision-making process at local, national and international levels. A social infrastructure for literate communication should be established for acquiring, retaining and applying the skills of literacy. Comprehensive systems of adult education and functional literacy programmes should be created to promote knowledge, skills and culture among adults. New strategies should be developed to assist adult education programmes.

7 ADISESHIAH M S: Education continuum - a neglected university responsibility. University News 1971, 9(2), 14, 15, 20.

The concept of lifelong education has given new impetus to the creation of comprehensive adult education systems linked both with the formal education system and with national development plans; in the not too distant future, universities must become both adolescent and adult education institutions. Pointing out the dysfunctionality of the formal education, it is observed

that the rapid technological and social changes make life-long education a necessity. With proper feedback, many of the emphases and processes, which have always characterised adult education teaching, can have an important innovative influence on the methods and processes in internal university courses. It is argued that a university is inconceivable outside the framework of life-long integrated training though it is not central to the life-long education. The role of Asian universities had remained limited with regard to providing a solid base for a programme of continuing education and the reasons are that: 1) the universities lack initiative and interest; 2) outside support is lacking; and 2) knowledge of the impact of the proposed programme in terms of economic and social advancement is lacking. There is of course the need for a smooth and well-oiled machinery such as the recently established National Board of Adult Education (India), for communication between the government and voluntary unofficial associations.

8 Adult education [Editorial]. Times of India 20 January 1971, p. 10, col. 2. 210 words.

A more detailed planning and a more vigorous drive have been stated as essential with regard to the Union Education Ministry's plan to teach the three R's to about 100 million adults during the Seventies. The slow progress of the rural literacy programmes has been attributed mainly to the lack of trained teachers. However, the success of Gram Shikshan Mohim in Maharashtra has shown that the problem of mobilising adequate number of volunteers to teach adults is not intractable. Enlisting about 30 to 40 educated persons by each panchayat for literacy campaign has been suggested so that after a rudimentary training they would be able to teach the illiterate neighbours in a short time. Local initiative has been underlined as the most effective tool for promoting literacy as well as for ensuring that the neo-literates keep in contact with their teachers.

9 ALL INDIA ADULT EDUCATION CONFERENCE, 24th, BHUBANESWAR, OCTOBER 15-19, 1970: Report - adult education in the seventies. New Delhi, Indian Adult Education Association, 1970. 90p.

The highlight of the conference was the organization of two symposia on 'adult education and urban development' and 'adult education and green revolution'. The conference passed the following resolutions: 1) Indian Adult Education Association (IAEA) should organise a workshop to develop a suitable plan of action to meet the problem of growth of indiscipline, fanaticism, intolerance, corruption, selfishness, inefficiency and disregard of duty in national life; 2) IAEA should draw a

syllabus of the reading material for the illiterate and the neo-literate adults for developing attitude of acceptance for population control; 3) adult education programme should be given top priority by all enlightened citizens, educational institutions, social organizations, trade unions, quasi government and government institutes; 4) voluntary organizations and state governments should open high and higher secondary schools for further education of working adults; 5) industrialists and other employers of skilled and unskilled labour should provide education and training facilities to their employees as an integral part of their organisation; 6) the government, voluntary organisations, industries, etc., should organise training programmes for farmers to bring about agricultural revolution; 7) residential Vidyapeeths as set up by the Mysore State Adult Education Council may be set up in other parts of the country to promote continuing education and train rural leadership.

10 CHANDRA A, KHURANA K: Reasons for attending adult education classes - a research study among women in Baroda. Indian Journal of Adult Education 1971, 32(2), 15, 20.

Responses to a questionnaire by 84 women from 3 selected communities, attending adult education courses (during the years 1968-1970) in the department of home science education and extension of the M.S. University, Baroda, were studied. Fortysix statements listed in the questionnaire were divided into six categories of personal reasons, educational reasons, reasons related to the community, to the leisure time activities, to the influence of family and friends. The data were analysed and the following conclusions drawn: 1) the reasons identified by 65% and more of the women as being the causes for attending the adult classes were, desire for learning new things, for watching good foods demonstration, for getting new ideas and curiosity regarding the class activities, liking for the friendly atmosphere of the classes, etc.; 2) fifty percent and more respondents did not agree that the causes for attending the classes were: for keeping up relations with the supervisor of the classes, for getting an opportunity to wear one's new clothes, for obliging the teachers, etc.; 3) in the three communities, age and the levels of education were the factors influencing the attendance; the occupation of husbands was the least influencing factor; the three communities differed significantly in their reasons for attending the classes.

11 DUTTA S C: Adult education and urban development. Indian Journal of Adult Education 1971, 32(1), 9–11, 24.

The impact of urbanization on the rural immigrant population in cities has led to social imbalance and political instability. Thus, the main tasks of adult educators in urban areas should be, to remedy the instability and insecurity, to assist the immigrants to be inducted into a new society, to arrange leisure-time activities of adults for social and political progress, to provide training for citizenship and to organise untrained manpower into skilled labour force. Education, being a series of experiences provided to a person through groups and various non-educational institutions apart from formal educational institutions, the adult education programmes in urban areas should provide opportunities for adults to know the neighbours and also create community feeling and civic consciousness among adults. Adult education centres should be established at suitable localities. Literacy, post literacy and adult education classes, training for citizenship, and programmes regarding health and hygiene should be organised by these centres. A co-ordinating centre headed by an adult education officer and manned by other appropriate staff should be set up to coordinate the activities of the adult education centres and to offer inter-library loan services and technical guidance. Universities should conduct a 10 months training course for the field workers. The training programme should include: 1) adult psychology, urban sociology and economics; 2) philosophy and content of adult education; 3) methods and techniques of adult education and 4) practical training in literacy methods. Since the industrial workers in urban areas influence and motivate rural population, adult education programmes should be organised amongst industrial workers through workers' institutes. Such programmes should 1) stimulate a desire for knowledge in the working class; 2) arouse social and civic sense; 3) provide vocational, technical and liberal education courses, and 4) offer recreation. The educational institutions at all levels should actively assist education programmes.

12 DUTTA S C: Areas of peoples' participation in adult education programmes. Indian Journal of Adult Education 1971, 32(3), 7–8.

It has been emphasized that peoples' cooperation in adult education programmes should be sought at all stages of their evolution and not merely while implementing, and that all adults, whether literate or illiterate should be helped to participate in the process of change. Peoples' participation in functional literacy projects could be sought in the selection of the project area and beneficiaries, and preparation of reading materials and follow-up literature. However, actual conduct of the projects and their financing should be the responsibility of the government.

Peoples' participation is basic to the success of community development projects also. Mohalla Committees should be formed to implement urban educational projects.

13 INDIAN UNIVERSITY ASSOCIATION FOR CONTINUING EDUCATION, UNIVERSITY OF MADRAS: University and continuing education. / Statement issued by the Conference held at Madras from 26-30 December, 1970 /. University News 1971, 9(2), 11-13.

The objectives and the scope of continuing education have been given. The universities should assist continuing education by organising the following types of programmes: 1) professional courses in all fields of training offered by universities to update the knowledge of professionals; 2) courses in human relations, in leadership and executive skills, decision-making processes for social workers, personnel officers, executives, educational administrators, business leaders, parliamentarians, etc.; 3) courses in the humanities and liberal arts; 4) courses of a remedial or reconversion nature for individuals to change their vocations in accordance with the dictates of technological and economic circumstances; 5) action research including research into the nature of social and economic problems; 6) production of curriculum materials for continuing education; 7) training programmes in continuing education and 8) education for political understanding. The recommendations of the conference include i) establishment of a department/division/unit of continuing education; ii) ascertaining the needs of community through questionnaires, surveys, group discussions; iii) formation of a committee to advise the Continuing Education Department; iv) availability of university facilities for continuing education programmes; v) involvement of community in the planning and conduct of continuing education programmes. The financial help to promote continuing education should be forthcoming from international agencies, universities and the government.

14 JOHN V V: Role of universities in continuing education. Indian Journal of Adult Education 1971, 32(1), 3, 4, 7.

The role of universities in organising continuing education programmes to improve the professional skills or to develop new interests among the educated and to impart productive skills to the uneducated has been described. Thus, the programmes for the educated could include, inservice training to enable teachers to cope with the new changes in the curricula, computer technology courses for engineers, inservice courses in econometrics to teachers of economics and other general programmes for instilling democratic values among the educated. Universities through the scheme of

'National Service' by students should spread literacy and through extension programmes, improve the employable skills of the uneducated. Research on the problems of literacy, the techniques of imparting literacy, and the training of workers in the field and the study of effective use of mass media in literacy programmes could also be undertaken by universities.

15 Literacy for progress [Editorial]: Hindu 14 January 1971, p.6, col. 3. 400 words.

The difficulties in the way of achieving the proposed target of making 100 million illiterates literate by the year 1980 have been pointed out. Since the Fourth Plan coverage is expected to benefit only 10 million of them, the target for the decade requires that the annual coverage in the six years after 1974 is higher than what is to be achieved on the aggregate over the Plan period. Hence the immensity of the problem. However, the challenge should be faced as there can be no economic and social progress unless the people are made functionally literate. A better support and cooperation from the public and different organizations like universities, schools of social work and welfare, State Adult Education Boards, students under National Service Scheme, etc. has been urged for carrying out the adult education programmes for the Seventies.

16 NATIONAL SEMINAR ON PROMOTING ADULT EDUCATION PROGRAMMES THROUGH PEOPLES PARTICIPATION, NEW DELHI, 4-8 JANUARY 1971: [Recommendations]. Indian Journal of Adult Education 1971, 32(2), 16, Cover III.

Some of the major recommendations are: 1) liquidation of mass illiteracy and implementation of adult education programme through people's participation; 2) promotion of continuing education by the universities; 3) utilization of adult education programmes for profitable use of leisure time; 4) application of techniques, methods and strategies of adult education work to suit local conditions; 5) coordination of governmental and non-governmental agencies in conducting adult education activities; 6) formation of Boards for Adult Education by the governments in all States; 7) simplification of the procedure regarding the requests of non-official organisations for grants; 8) promotion of adult education by political parties through their policies and programmes of action.

17 PAROLKAR J S: Adult education for the farmers. Indian Journal of Adult Education 1971, 32(1), 14-16.

Functional literacy education - an agricultural vocationalised education imparting skills of three R's and teaching of improved agricultural skills-has been recommended to prepare farmers for life and to enable them to learn new technological developments. The education suited to the needs and interests of the farmers would be a phased education-cum-training programme devised in relation to the immediate, short-term and long-term objectives. Communication of message incorporating the fundamental elements - attracting attention, easy to understand, credible for acceptance and action-based should be adopted in the preparation of instructional material for the purpose. The facts and the message could be organised in i) chronological sequence i.e. telling the events in the order of occurence; 2) logical sequence; 3) psychological sequence; 4) space order arrangement in accordance with the location of the idea or message viz., farm layout, agricultural economics, marketing trend etc.; 5) casual direction from cause to effect or from problems to solution; and 6) treating the message through question and answer. Structural approach should be used for teaching literacy and written language to the farmers and structures of language should be selected and graded on the basis of productivity, simplicity, utility and teachability. The procedure to make instructional material readable and interesting involves 1) preparation of a vocabulary list suited to the interests of the occupational group; 2) formation of suitable sequence structures and 3) writing the message in an informal, simple style, supported by necessary illustrations. Adaptation of a variety of teaching methods, active involvement of trainees and encouragement of conflicting ideas would stimulate good learning among farmers.

18 RAJ KRISHNA: Necessity and strategy for continuous education in Asian countries. Indian Journal of Adult Education 1971, 32(1), 5-7.

The need for the following continuous education programmes viz., refresher courses for employed professionals to keep abreast of the new knowledge in their fields of specialisation, basic minimum literacy courses for uneducated adults and cultural valuational oriented courses for all, has been emphasised. The services rendered through mass media to illiterates and the limited services of evening and correspondence courses to professionals have not proved to be very beneficial. Thus the strategy for continuing education should be to overcome the drawbacks and its basic principle should be that every citizen is reached by one medium at a time and place convenient to him, at a cost within his reach, and that the content and form of

the knowledge communicated meets the requirements of every group. Schemes should be devised to produce the literature for literacy work and for valuational education. The structure of evening and correspondence courses, libraries and extension services, audio-visual media etc., have to be reviewed so as to provide every citizen with a knowledge he needs from at least one medium and proper attention should be paid to adult education. It has been stressed that the concept of continuous education should be widely publicised and that the leaders of continuous education should reform and coordinate the activities of educational institutions.

19 SHARMA T R: Adult education in Punjab - an investigation. Indian Journal of Adult Education 1971, 32(2), 3-6, 19, 20.

A survey of the adult education work at Patiala circle has been made with regard to 1) organization of the adult education scheme; 2) progress of adult education in Patiala circle during 1955-1969; 3) literacy figures in Patiala districts viz., Patiala, Bhatinda, Sangrur and Rupar for the year 1968; 4) budgetary provision for the scheme during 1966-69; 5) qualifications, experience and training of the staff engaged in the scheme; 6) knowledge of Punjabi of social education workers; 7) duration, syllabus and time-table of the scheme; 8) position of guidance services and community help; 9) the problems of the working staff and 10) the reasons for slow progress. The data for the study were collected through interview, visits to social education centres and questionnaire techniques. The major suggestions for the improvement include: 1) creating a strong public opinion against illiteracy; 2) associating Panchayats with the scheme; 3) making literacy a requisite for contesting elections; 4) providing library facilities to neoliterates through primary schools and supplying newspapers and suitable magazines to social education centres; 5) granting awards to adult education workers for achieving good success; 6) providing training to the workers in the methods of teaching adults and an insight into adult psychology through universities; 7) widening the scope of the scheme to cover other villages; 8) ensuring cooperation with regard to social education among department of education, panchayats, development and Public relations departments; and 9) allocating more funds at the disposal of social education workers for organising games and recreation for adults.

20 SINGH K N, SHANKARIAH C: Communication strategy with special reference to extension work in India. Interdiscipline 1970, 7(3), 284-8. 9 ref.

For imparting knowledge and skills to the farmers without delay and with least distortion, an agricultural communication strategy needs to be planned. Several Indian studies in this regard have been cited. The existing body of knowledge on communication, especially the Indian studies have to be kept in view while embarking on a national communication strategy for agricultural development. The strategy of communication has to take into consideration the socio-economic, cultural and psychological differences of farmers, and soil and other physical variations of different regions concerned. Equally important are the factors which affect the fidelity of communication process, the sources of communication effective at various stages of adoption, credibility and relative effectiveness of different sources of information and the patterns of communication that exist among the different strata of rural community.

21 SINGH S N, MURTHY A S: Measurement of comprehension behaviour of farmers. Journal of Educational Research and Extension 1971, 7(3), 144-52.

An attempt has been made to measure comprehension behaviour of farmers with reference to the cultivation of a high yielding variety of paddy, IR-8. Comprehension consists of three components viz. translation, interpretation and extrapolation. Since translation behaviour is dependent upon knowledge of subject matter, a knowledge-cum-translation test was developed through item analysis. Difficulty and discrimination indices were derived for item selection. Validity was established by judges' opinion and point biserial correlation. Reliability was established by applying Kerlinger's reliability formula using variance. Interpretation test and extrapolation test were developed by describing situations in which these behaviours were tapped. Face validity and concurrent validity were established. Reliability was estimated by test-retest method. The three parts of the comprehension test were developed by contacting a random sample of farmers in five villages of West Godavari district. It was found that the three parts of the test separately as well as the whole test exhibited ability to discriminate between farmers possessing high and low comprehension behaviour. The scores on comprehension behaviour were correlated with adoption scores of IR-8 paddy for a sample of 180 farmers randomly selected. A high positive and significant correlation was obtained when the test scores were correlated with the adoption behaviour of the farmers. Certain personal and situational factors of the sample farmers like education, land owned, ownership of radio and perception of economic system were also found to be significantly and positively correlated with the comprehension behaviour.

22 SINGH S S P, SINGH R P, MISHRA A P: Farmers' training programme. Indian Journal of Adult Education 1971, 32(1), 17, 18. 5 ref.

The study was conducted to determine the attitudes of the farmers towards the farmers' training programme. The data were collected through personal interviews from 58 trainees who attended the training programme for 10 days in 1967, at Mandar, Gaya and Dumka Agricultural schools in the State of Bihar. Analysis of the data revealed the following: 1) twentyfive percent of the trainees were undecided as to the usefulness of the programme and 75% held a positive attitude before undergoing the training programme; however, all the trainees were convinced about the usefulness of the programme after the training, indicating a significant positive change in their attitudes towards the training programme; 2) the trainees felt that training was most useful with respect to improved seeds followed by chemical fertilizers, plant protection measures, irrigation, vegetable cultivation, improved methods of cultivation, fruit cultivation and soil conservation; 3) the difficulties faced by trainees during the training period were lack of accommodation facilities, delay in payment of stipends, etc.; 4) the trainees considered the duration of ten days training was short and the duration of one month long.

23 TRIPATHI V: Guide to functional literacy for literacy administrators and workers. Lucknow, Literacy House, 1970. 156p. 40 ref.

The following topics have been dealt with: 1) need for literacy; 2) working with adults; 3) methods of teaching language to illiterate adults; 4) organisation of literacy classes; 5) patterns of adult education; 6) teaching material, equipment and audio-visual materials; 7) effective technique of conducting a class; 8) teaching adults reading and writing; 9) follow-up services; 10) drop-outs; 11) adult teachers; 12) supervision, testing of adults and literacy records.

BASIC EDUCATION

24 SAXENA K N: Gandhian education. Quest in Education 1971, 8(1), 46-8.

The general principles of Basic Education propounded by Mahatma Gandhi have been enumerated. The Basic Education based on psychological and sociological foundations aims at

developing the personality and the creative abilities of the child. It also prepares the individual to meet the vocational challenges of life. However, the present system of education has resulted in creating a wide gap between the creative expansion of human abilities and the rote functioning of memory. Thus, it has been stressed that an education should be planned quickly for minimising frustration and stagnation prevalent at the early stages of education.

COURSES OF STUDY

25 SWAMINATHAN M S: Philosophy and social purpose of IARI Research and Education. University News 1971, 9(1), 14, 15.

Provides an outline of the research and educational activities of the Indian Agricultural Research Institute, Delhi. The purposes of IARI research are: 1) to bring about continuous upsurge in productivity, to increase efficiency of farming and to develop disease and pest warning control systems; 2) to find the ways of increasing the income and employment potential of small holdings in rural areas; 3) to develop a technology for dry land farming; 4) to examine the aspects relating to post-harvest technology and nutrition; 5) to evolve an ecology-cum-economics-based crop planning; 6) to examine carefully the existing link between research, extension and development in order to identify and remedy the weaknesses; 7) to promote good basic research. The programme of courses at IARI is made relevant to the needs of the student and that of the community. Diversified courses are provided and the trimester system ensures flexibility. Pupils are selected to the courses on the basis of complete assessment of their entire academic record. The collaborative programmes with the Indian Institute of Agricultural Research Statistics and the Indian Council of Agricultural Research enable the students to pursue their thesis work. Collaboration of IARI with USAID and International Rice Research Institute, etc. promotes research programmes. The establishment of Nuclear Research Laboratory and Water Technology centres inculcate the spirit of inter disciplinary collaboration in research among pupils.

26 THAPAR A: Agricultural universities - neglect of extension education. Times of India 8 March 1971, p.8, cols. 3-5. 1500 words.

The farmers' inability to increase their profits due to lack of access to the right kind of knowledge at the right time has been attributed to the neglect of extension education by the

agricultural universities. Extension education not only helps the farmers but also benefits the universities themselves as the scientists can make a purposeful study and research by keeping constant touch with the latest problems faced by the farmers. The failure to develop effective research and extension departments, the several problems that come in the way of recruiting first rate scientists, etc. are responsible for the absence of extension activities. As output increases and prices decline farmers will be in need of guidance in management and investment patterns to cut down investment costs. The universities have to keep this in view. In view of the rapid increase in the number of agricultural universities it has been suggested that the centre should enforce a stiff eligibility test and even withhold funds to States which may fail to properly develop their agricultural universities.

CURRICULUM

27 BIR SINGH: School activities for international understanding. Educational Review 1971, 77(1), 1, 2.

Some of the school activities suggested for the purpose are: 1) organising scouting, guiding, Red Cross Society, youth forums, UN and UNESCO clubs, affiliating teacher-student associations with similar organizations at international level; 2) including ideas on UN and its agencies, world history and geography, politics and current affairs in the school curriculum; 3) celebrating international functions; 4) donating to Red Cross Society and to UN funds; 5) collecting foreign coins, stamps and articles of interest; 6) contributing articles on UN to school and local magazines; 7) meeting foreigners by participating in scout camps and inviting them to schools; 8) arranging talks and debates and screening pictures relating to UN. It has been stressed that teachers should be trained to impart this type of education in schools.

28 LULLA B P: Vital need to evolve population education programmes. University News 1971, 9(3), 18-19.

In view of the importance of impressing upon the youth the hazards of population explosion, it has been suggested that school and college teachers should incorporate population education in the teaching of different subjects, as there is yet no separate academic course on population education. A centre of population education with the following activities has been recommended to be set up by every university to develop the three-fold programme of training, research and extension in population education: orientation courses for teachers in

service; extension lectures for fresh trainees in the teachers colleges affiliated to the university; guidance in research; preparation of instructional materials; publication of useful research reports; interdisciplinary seminars; workshops for teachers.

29 VYAS K C: Understanding modern youth. Educational India 1971, 37(9), 295-8.

The following activities have been suggested for constructive utilization of the youth's energies as well as to help develop individual capabilities, aptitudes, etc.: 1) mountaineering, boating, swimming, hiking, etc.; 2) creative activities like drama, dance, music, art, and craft; 3) mechanical and electrical repairs, plumbery, making furniture, clothes, etc., and manufacturing processes of cosmetics, boot-polish, etc.; 4) free service to the disabled and handicapped, and social educational activities in slum areas and workers' colonies; 5) social service camps in rural areas; 6) academic discussions on national and international problems.

EDUCATION: GENERAL

30 GOEL B S: Alienation and education; Naya Shikshak (Teacher Today) 1970, 13(2), 9-12.

The present age is an age of alienation. The reason for man's alienation from himself, it is argued, has to be sought in the education - both formal and informal. At home very often the child's natural instincts and emotions are disapproved of by the elders. The formal education, contrary to its purported aim, does not help the individual in self-realisation through the media of genuine self-expression. The pupils are asked to imitate certain models and they are not given facilities to freely express themselves. Vocationalization of education, job orientation to education, manpower approach, etc. overemphasise social needs which education has to fulfil; in this, the aim of education for self-realization is lost sight of. Lack of close teacher-student contact is also to be blamed in this regard.

31 JEVOOR S V: Aims and objectives of Indian education. Bombay, Somaiya Publications Pvt. Ltd., 1970. x, 82p.

The book is a collection of essays. The following topics have been dealt with: 1) secondary education; 2) education in Mysore State and its future; 3) Regional Colleges of Education;

4) objectives in education and evaluation; 5) educational organisation and administration; 6) primary education and problems; 7) present role of extension services departments; 8) importance of literacy service in school; 9) evolution of literary service; 10) importance of educational and vocational guidance.

32 JOSHI K S B: Education for the seventies. Educational India 1971, 37(8), 255-61.

It has been stressed that education for the seventies should aim at improving the quality of education. The suggestions for the improvement include: 1) providing basic amenities and equipment to educational institutions; 2) making teacher-pupil ratio ideal so as to provide individual attention to pupils; 3) fostering in pupils the habit of self effort, and reforming the examination system accordingly; 4) revising the curricula of studies and syllabi in different subjects to incorporate current trends; 5) upgrading the science syllabus from the initial stages onwards and providing practical work to the pupils; 6) coordinating primary, secondary and collegiate stages of education and making each stage self sufficient to enable students to branch off to job oriented courses; 7) evolving a uniform synthetic scheme of education throughout the country for facilitating a free migration and exchange of scholars and teachers in different States; 8) recruiting qualified teachers to teacher-training institutions; 9) offering attractive emoluments and incentives to induce persons of calibre to enter the teaching profession; 10) emphasising ethical virtues and moral principles in the organization of academic work and the planning of co-curricular activities to promote a sense of harmony among pupils; 11) promoting national integration among pupils; 12) encouraging the study of languages in general and of Sanskrit in particular to promote emotional integration; 13) fostering desirable self-restraint and discipline among pupils; 14) developing a scheme of instruction in international concord to instil in pupils an international outlook.

33 MUNDLE A K: Education and social change. Amrita Bazar Patrika 10 March 1971, p.6, cols. 4-6. 1200 words.

An educational system which does not keep pace with the social changes becomes outdated and is a source of conflict between the young and the old. The following suggestions are given: 1) making education job-oriented; 2) enabling the educated young to participate in administration - civic and political - with proper guidance; 3) inculcating in students a strong determination to organize moral resistance against destructive actions.

34 RAO P V, KOHLI S: Educational and recreational activities of urban local bodies. Delhi, Indian Institute of Public Administration, 1970. xi, 86p. 26 ref.

An attempt has been made to compile information in regard to educational and recreational facilities actually provided by the urban local bodies in India. A questionnaire was sent to 712 municipalities having a population of 20,000 and above. From the replies received from 232 municipalities, information has been compiled and presented under the following heads: 1) legal provisions under various municipal and corporation Acts; 2) area, population and density; 3) expenditure on education; 4) distribution of expenditure between pre-primary, primary and other education; 5) number of schools and their enrolment; 6) number of teachers and teacher-pupil ratio; 7) school services and library facilities; 8) recreational facilities.

35 SRIVASTAVA N: Critique of Dewey's problem solving method. Quest in Education 1971, 8(1), 18-23. 5 ref.

Dewey's philosophy of education and the nature of pragmatic trend in education have been briefly discussed. Dewey stressed that knowledge could be acquired by locating and solving problems. He found the following defects in the prevailing system of education: 1) neglect of concrete situations of experience; 2) act of learning being made a conscious end in itself instead of making it the product and reward of occupation; 3) conception of the separation of method from subject matter. Thus, according to his philosophy and method of education, the teacher should prepare the pupils to meet life situations and problems and nourish pupils' interest and curiosity. The steps for the problem-solving method include: 1) indeterminate situation; 2) institution of the problem according to situation; 3) colligation of facts for framing up the hypothesis; 4) reasoning over hypothesis; 5) experimentation on hypothesis; and 6) warranted assertion of the problem. This pattern would help in the formation of experimental and scientific attitude among pupils. It would also aid the development of the ability for critical evaluation, judgment and reflective thinking among pupils. However, the limitations of the method are: 1) it is a cumbersome model for practical thinking as life situation problems are solved instinctively rather than through reflection and not all life situations can be presented in the class; 2) the method is too general for scientific thinking; 3) the method is not followed in poetic thinking; and 4) the actual system in practice deviates from the pure problem solving method and cannot be applied true to its spirit.

36 UDGAONKAR B M: Education and reconstruction - challenges of the coming decades. Science and Culture 1970, 36(10), 525-34.

It is pointed out that there are certain serious mismatches in the planning and social organization, especially with regard to education, research and development, which have prevented modern science from becoming a vital force in the Indian society. The basic challenges to be tackled are: a) eradication of illiteracy, b) provision of broad-based school and college education to an increasing number, c) training of professionals, d) training of an elite and creation and maintenance of centres of excellence. The following suggestions have been made: 1) instituting compulsory national service in which students after completion of their education will be required to spend some time in the programme of liquidation of illiteracy; 2) in order to utilise the already available highly trained manpower, i) there should be a well-defined national science and technology policy with specific long-term and short-term national goals; and ii) the foreign know-how when imported should be coupled with an appropriate investment on research and development in the relevant area; 3) introducing simplified management practices and procedures in universities to encourage innovation; 4) including in the first degree nonprofessional courses a general science (or science and culture) programme; 5) creating pace-setting departments or centres of excellence in various universities, with the cooperation of neighbouring National laboratories and turning out first-rate research work of international standards from these centres; 6) creating university complexes or clusters of universities and colleges in a region in order to facilitate pooling of resources for the overall growth of education.

37 VYAS B L: Mauliktā aur śikṣa (= originality and education) [Hindi]. Naya Shikshak (Teacher Today) 1970, 13(2), 20-5. 7 ref.

Every child is born with some potential for originality, but in most cases he loses this quality in the mill of ordinary life at home and school. Teachers, however, should never lose sight of the thinker, philosopher and creator in the child. Since the germs of originality require cultivation and development, the process of growth at home and school should not ignore and stifle the specific traits of the nature of a child. The test of the soundness of an educational system is the cultivation of originality, in each child with the aim of drawing out the thinker, teacher, artist or simply the good citizen hibernating in him. Though family, society and State militate against it, yet there is enough scope in the secondary schools for the cultivation of originality in the child. The following measures can help this process of growth: a) provision of opportunities for freedom of thought and expression through suitable and varied media; b) introduction and acceptance of changes

in methods of teaching, and class and school management; c) making the school environment (decoration, organisation etc.) a continually developing process; d) changing the stereotype-nature of extra-curricular activities. If properly attended to, the cultivation of originality can divert student energy into worthwhile and satisfying activities.

EDUCATIONAL PSYCHOLOGY

38 AHUJA G C: On correction for guessing. Progress of Education 1971, 45(7), 245-8. 10 ref.

The application of correction formula to psychological tests for correcting the element of guessing has been discussed. An investigation has been conducted to compare raw scores and corrected scores derived by the application of guessing formula and to find out the coefficient of correlation between the two sets of scores. A group test of intelligence in English containing 100 items of multiple choice type questions was administered to 93 students of V-VIII class studying in English-Medium Secondary schools of Greater Bombay. The data were tabulated and the comparison made. It was found that the co-efficient of correlation between the two sets of scores was high and had dependable relationship. It has been concluded that in multiple choice tests having five alternative answers, there is no gain from correction for guessing.

39 AHUJA G C: Mother-tongue and intelligence. Quest in Education 1971, 8(1), 24-7. 11 ref.

A group test of intelligence devised by the author was administered to a sample of 6,197 boys and 3,935 girls drawn from classes VIII-XI of 53 different English medium secondary schools of Greater Bombay. The aims of the investigation were: 1) to compare the variations in performance that are attributable to different mother-tongues; and 2) to know the relative frequency of the gifted in each language group. The pupils were asked to state their mother-tongue on their answer sheets. Eleven different language groups were considered for the study and the distribution of deviation IQ's for boys and girls categorised according to different mother-tongues, and the number of gifted pupils in different language groups were computed and tabulated. Results reveal that every language group is normal and there are gifted children in all language groups.

40 AHUJA P: Study of practice effect on a group test of intelligence. Journal of Educational Research and Extension 1971, 7(3), 179-83. 10 ref.

A group test of intelligence designed by the author was administered repeatedly at successive intervals ranging from 1 day to 5 months to eight separate English Medium Secondary Schools of Greater Bombay for studying the hypothesis that practice in taking a group test of intelligence improves performance. Analysis of the data revealed a positive influence of practice and the practice tends to increase the initial score.

41 ARUN KUMAR SINGH: Study of relationship between early attitude towards parents and the attitude developed later towards nationalization. Indian Journal of Applied Psychology 1971, 8(1), 27-9. 7 ref.

Fifty male and fifty female post-graduate students of the University of Patna were administered 1) the Parental Attitude Scale which forms a part of Youth Adjustment Analyzer developed by Bengalee (1965), and 2) the Nationalisation Scale developed by Mohsin. The results obtained on correlating the scores on the two scales indicated no relationship between the early attitude developed towards parents and the attitude developed later towards nationalisation which is a substitute of parental authority. Sex also had no significant role in the development of attitude towards parents or nationalisation.

42 ASTHANA B B, SRIVASTAVA S D: Examination of the effect of learner and motivational variables in learning. Indian Journal of Experimental Psychology 1971, 5(1), 26-8. 10 ref.

A study was undertaken to examine the impact of learner variables and motivational variables in learning. Under learner variables, sex and faculty differences (i.e. Arts and Science) were studied. Under motivational variables, the idea of reward, both in cash and kind was introduced to provide the necessary incentive to the learner. The learning task was simple letter digit substitution test. The sample for the first experiment consisted of 40 undergraduate students, 10 male arts, 10 male science, 10 female arts and 10 female science students. The sample for the second experiment consisted of the same students plus an additional 10 (5 boys, 5 girls) students serving as control group. The following are the results: 1) no significant difference between the achievement of boys and girls; faculty to which the subject belongs does not play a significant role; 2) immediate reward was more effective than the remote reward in accomplishing a learning task.

43 BOSE U, SINHA S, CHATTERJI S, MUKERJEE M: Investigation into the interest patterns of the students in science, humanities and commerce streams at the higher secondary level. Journal of Psychological Researches 1970, 14(1), 14-21. 4 ref.

The study was undertaken with a view to developing typical interest patterns for science, humanities and commerce streams at XI class so that it would be useful for the students of VIII class in selecting their future courses. The sample for study consisted of 628 XI class students, 357 boys and 271 girls studying in 14 schools in Calcutta. The students were classed into two groups (a) boys and (b) girls, and each group was subdivided into three streams, viz., science, humanities and commerce. Thus there were five groups as there were no girls in commerce group. The interests of the students were measured with the help of Chatterji's Non-Language Preference Record which measures interests in ten broad fields such as fine arts, literary work, scientific, agricultural, technical, medical, crafts, outdoor, sports and household work. On the basis of the statistical analysis of the data it was observed that the interest patterns for all the groups were not identical and the pairwise comparison indicated a wide variation between the groups in this respect. There was much similarity between the interest patterns of the commerce and humanities groups but the science group differed much from both the commerce and humanities groups.

44 BRAR J S, DHILLON P S: Causes of delinquent behaviour of some higher secondary school students. Journal of Educational Research and Extension 1971, 7(3), 153-9. 5 ref.

The data for the study were collected through case study and interview procedures from 30 arts and science students of both sexes belonging to a higher secondary school in Madhya Pradesh. These students were identified as delinquents through their teachers and from the school records. The data were statistically analysed and the causes for delinquent behaviour have been stated as follows: 1) lack of recreational facilities; 2) poor standard of living, slum dwelling, broken homes, unhealthy home environment and poverty; 3) large family size; 4) influence of bad company and gang affiliations; 5) lack of religious faith; 6) habit of gambling and cinema going and 7) poor health and physical deformities. It has been observed that (i) the delinquents had poor scholastic achievement; (ii) the girls had less problem behaviours than the boys and (iii) the art students were more prone to anti-social acts. Emphasising co-curricular activities in schools, providing effective classroom teaching through audio-visual aids, offering educational guidance in schools, opening guidance centres at suitable localities, appointing trained counsellors to solve student problems, providing

extra-coaching to delinquents in schools, introducing religious and civic education in schools, maintaining cumulative records and utilizing parent-teacher associations to locate causes and to seek solutions to the problem, framing the curriculum in accordance with the needs, interests and potentialities of adolescents and establishing child guidance clinics in each State, are the suggested remedies.

45 CHANANA P S: Sex antagonism in the classroom. Progress of Education 1971, 45(8), 304-7.

The opinions of children of age group 7-14, studying in classes III to IX of a Government Model School of Patiala, were elicited regarding the following seating arrangement in classrooms through a questionnaire: in each classroom a few rows of desks were arranged wherein each row contained 5 to 6 desks and each desk accommodated a boy and a girl. The majority of the pupils were opposed to such a seating arrangement revealing a sharp sex antagonism. The students who favoured the arrangement felt that discipline and silence would be maintained in the class. It has been stressed that sex prejudices should be viewed sympathetically and minimised gradually. Thus separate rows of boys and girls in a classroom has been advocated in the present social context.

46 DE B, RAMADHAR SINGH: Induced goals as determinants of verbal learning. Indian Journal of Experimental Psychology 1971, 5(1), 32-4. 10 ref.

Four groups, each consisting of ten school pupils of age group 10-12, were induced to verbal learning 'without specified' goal, 'with easy' goal, 'difficult' goal and an abstract goal of 'do your best', respectively through verbal instructions and then were exposed to a list of 30 nonsense syllables to learn. Quantitatively, difficult goal was a more fruitful regulator of learning than the other two goals, namely, a quantitatively easy goal and an abstract goal of do your best.

47 DIXIT R C, SHARMA D D: Manifest anxiety as related to awareness in verbal conditioning. Indian Journal of Experimental Psychology 1971, 5(1), 23-5. 11 ref.

Manifest Anxiety Scale (MAS) in Hindi was administered to 96 undergraduate students and out of these 22 high anxiety (HA) and 22 low anxiety (LA) subjects were selected. The apparatus for verbal conditioning consisted of 100 stimulus cards on each of which was a verb in the past tense and six pronouns (I, we, he, she, you, they). Of the 22 subjects in each of the HA and LA groups, 16 were randomly assigned to

the experimental condition (with reinforcement) and 6 to the control condition (without reinforcement). Whenever the subject constructed a sentence beginning with personal pronoun a reinforcement was provided. After the experiment the subjects were asked questions to find out if they were aware of the contingency between the response and the reinforcement. The following are the findings: 1) the subjects with high anxiety gave consistently more personal pronoun sentences over trials than aware subjects with low anxiety; this establishes the relationship between anxiety and verbal conditioning; 2) the unaware low anxiety subjects gave relatively more personal pronoun responses over trials than the unaware high anxiety subjects which could be interpreted as evidence of learning without awareness.

48 DIXIT R C, SHARMA D D: Study of student-teacher relationship in terms of value incorporation. Journal of Psychological Researches 1970, 14(2), 57-63. 4 ref.

A random sample of 100 subjects (50 male + 50 female), half of them students and the other half teachers drawn from the high schools in Jodhpur (Rajasthan) was administered a scale of values developed in Hindi by Bhatnagar on the lines of Allport - Vernon - Lindzey scale of values. The scale was administered individually and in groups. There were four groups: 1) boys, 2) girls, 3) male teachers, 4) female teachers. The findings are: 1) the rank position of six values (theoretical, economic, political, social, aesthetic, religious) differed from group to group although no sex differences were found in the rank positions of teachers; 2) boys differed from girls on theoretical and religious values; 3) boys and girls differed significantly from their male and female teachers respectively on political and aesthetic values; 4) girls differed from male teachers on political, theoretical and aesthetic values and boys differed from female teachers on aesthetic value only.

49 DUTT N K: Study of anxiety and some correlates. Journal of Psychological Researches 1970, 14(2), 50-2. 18 ref.

A random sample of 243 postgraduate students of Panjab University was administered the Dutt Personality Inventory, Allport's A-S Reaction Study adapted to Indian population by Hundal, Escapist and Religious Attitude Scales of Dutt and the Maudsley Personality Inventory adapted to Indian population by Dutt in batches of 3-11 in 1-3 sittings. The following conclusions have been drawn on interpretation of the correlations according to Garrett: 1) neuroticism had almost the same magnitude of correlations with ascendance - submission, extraversion, religious and escapist attitudes as anxiety had; the correlation between neuroticism and

anxiety was also very high; 2) extraversion was unrelated to ascendance - submission, neuroticism and anxiety; 3) extraversion had a low and negative correlation with religious and escapist attitudes; 4) anxiety had a significant and negative correlation with ascendance - submission and a marked correlation with escapist attitudes; 5) religious and escapist attitudes were highly correlated; 6) ascendance - submission had a significant and negative correlation with religious and escapist attitudes.

50 GUPTA G C, SHOREY K K: Determinants of short-term memory in a multifactor experimental design. Indian Journal of Experimental Psychology 1971, 5(1), 37-42. 11 ref.

The multifactor experimental design used in this study was broken up into four sets viz., a) incidental digits, b) incidental consonants, c) intentional digits and d) intentional consonants, each of the sets being a 3x3x2 factorial design. Each item in a list of 12 determined by 1) level of intra unit interference i.e. 3, 4 or 5 elements of information and 2) type of material employed i.e., digits or consonants, was simultaneously presented to a sample of 20 graduate students (10 males + 10 females). Each item was recalled or recognised under incidental or intentional set when displayed for 5 sec., 2.5 sec or 1.5 sec. In general, recognition was found to be superior to recall according to the test of retention. Under recall test, digits maintained a definite advantage over the consonants whereas the difference was insignificant under recognition test. The interaction between the test of retention and display time was significant under recognition sets, whereas the interaction effect between the level of intraunit interference and display time was significant under intention sets. With shorter display time, and with the increase in the information quantum in each item (level of intraunit interference) as well, there was a decrease in the number of correctly reproduced items.

51 GUPTA V P: Physiological changes in relation to personality traits as measured by MMPI. Indian Journal of Experimental Psychology 1971, 5(1), 18-19. 8 ref.

The study is designed to determine the relationship between certain physiological functions or autonomic activities and certain personality traits. Personality traits were measured by the Minnesota Multiphasic Personality Inventory (MMPI). The following physiological data were recorded: 1) pulse rate, 2) systolic blood pressure, 3) diastolic blood pressure, 4) pulse pressure. K factor was employed as a measure of test-taking attitude. High K score indicates a defensive attitude. A low K score indicates that the subject is deliberately attempting to do poorly. The study was conducted on 80 individuals.

Analysis of the results led to the following conclusions: 1) persons high on Hs and Hy scales are high in systolic level, diastolic level and pulse rate, and low in pulse pressure as compared to persons, low on Hs and Hy scales; 2) persons who are high on D, Pd and Sc scales have more systolic-diastolic level, pulse rate and pulse pressure than those who are low on D, Pd and Sc scales; 3) those who are high on Mf and Pt scales are low in systolic level, pulse rate and pulse pressure and high in diastolic level than those who are low on Mf and Pt scales; 4) persons who are high on Pa, Ma and Si scales are high on systolic level, pulse rate and pulse pressure and low on diastolic level as compared to those who are low on Pa, Ma and Si scales.

52 KANSAL M R: Investigation into the attitudes of M.A. and M.Sc. students towards examinations. Progress of Education 1971, 45(6), 213-18.

The investigation was conducted by administering a questionnaire containing 12 statements to groups of students (110 M.Sc. and 95 M.A. students) in various departments of Punjabi University, Patiala. The opinions elicited were measured on a three point scale. The hypothesis that M.Sc. students are less opposed to examinations than M.A. students was also to be tested. Interpretation of the data lead to the following conclusions: 1) ninety per cent of M.Sc. students and 94% of M.A. students desire the modernization of the present examination system; 2) a majority of the students concede that examinations motivate pupils for learning and stimulate teachers for teaching; 3) examinations are not welcomed by both categories of students; 4) examinations serve more as a motivating force to M.Sc. students than to M.A. students; and 5) the hypothesis stands rejected as both the categories hold the same views about the examinations.

53 MOHAN V, DAMRAL S D: Effect of motivation, frequency of KR and distribution of practice on weight estimation. Indian Journal of Experimental Psychology 1971, 5(1), 7-10. 16 ref.

The present investigation was designed to study the effect of induced motivation through verbal instructions (Brown, 1961), frequency of knowledge of results (KR) 33%, 66%, 100% and massed (5 to 10 seconds) and spaced (30 to 35 seconds) practice. A total of 96 male, university students were asked to estimate 40 grams of weight by pulling the hook of a spring balance. The analysis of variance performed on the acquisition rates yielded one significant F-ratio, that between high and low motivation groups. The trend with regards to KR groups was, best performance by the 100% KR group, second 66% KR group, and

last was the 33% KR group. The study further indicated that the combined effect of the three variables was significantly different and more marked. The 100% KR, high motivation with spaced practice was significantly better than 33% KR, low motivation with massed practice. Distribution of practice by itself failed to yield any differences.

54 NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING: Conformity and deviation among adolescents - a socio-psychological study. Delhi, the Council, 1970. viii, 88p. 28 ref.

The present investigation seeks to study the extent to which the behaviour of the young people (Gujarati) conforms to or deviates from the traditional as well as the current values and norms of the society. Some of the behaviour and attitudes of adolescents studied were - behaviour towards teachers and parents, moral values, social values, boy-girl relationship, etc. A Likert-type scale was constructed for studying the attitudes. The scale was administered to 600 boys and 400 girls of X class. The difference in the mean scores of girls and boys on different sections were tested for their significance by applying the t test. The responses of boys and girls on 50 items out of the total of 112 items of the scale were also compared and Chi-square test applied to test the significance of difference. As a side study the scale was also administered to 37 (deviant) boys belonging to a certified school and their attitudes were compared with those of 40 normal boys. For follow up work, 100 adolescents, including 15 deviant boys were interviewed. The following are the main findings of the study: 1) both boys and girls hold favourable attitudes towards the various norms and values; 2) girls have more favourable attitudes than boys on all the aspects except religion; 3) a majority of boys and girls agree with items expressing favourable opinions and disagree with items expressing unfavourable opinions; 4) in the case of items for which the difference between the responses of boys and girls is significant, it is found that the percentage of girls agreeing with favourable opinions is higher than the percentage of boys agreeing with them; 5) the deviant boys have less favourable attitudes than the normal boys; 6) the analysis of 50 items shows that the majority of the normal group as well as the majority of the deviants agrees with favourable opinions and disagrees with unfavourable opinions; 7) the interview data reveals that the adolescents not only accept these norms and values but also try to practise them in their daily living; the deviant boys also feel these values as desirable.

55 RAJINDRADAS L D: Effect of personality rigidity on level of aspiration. Indian Journal of Experimental Psychology 1970, 5(1), 1-6. 16 ref.

A random sample of 152 boys of X standard from 5 schools in Madras was administered the Rigidity Picture Test (RPT) and

the Rotter's Level of Aspiration Board. The subjects were classified into three groups on the basis of scores obtained by them on RPT. The high rigid group (N=49) scored above Q3, the moderate group (N=59) between Q3 and Q1 and the low group (N=44) below Q1. Tests for homogeneity of variance, analysis of variance and critical ratios were done and one tailed test of significance was made in the case of specific predictions. The relatively rigid individuals were consistent in their goal-setting behaviour. The variability score of moderate group was not less than that of the low group statistically in terms of goal discrepancy score. The means of goal tenacity scores did not differentiate the three groups whereas the means of goal discrepancy scores differentiated the high group from the moderate and low groups. The goal discrepancy score was also more concerned with relatively immediate situation than goal tenacity score. In the variability measure, the moderate group was close to the low group and in the case of mean it was close to the high group. On the basis of the results, it has been concluded that rigidity status at extreme levels has consistent effect on the variability of the performance in the level of aspiration situation.

56 RAINA T N: Comparison of personality attributes of high and low authoritarian student teachers. Journal of Psychological Researches 1970, 14(2), 43-9. 11 ref.

A sample of 100 male B.Ed. student teachers of the P.G. Basic Teachers' Training College, Rajasthan was administered the Edwards Personal Preference Schedule for measuring the relative importance of 15 psychological needs, and the F scale for measuring the potential fascist attitudes. Those who scored in the upper fourth on the F scale were included in the high authoritarian group and those in the lower fourth in the low authoritarian group. The high authoritarian group has significantly higher mean scores than the low authoritarian group on the need indices for deference, order, succorance, abasement and aggression. The low authoritarian student-teachers showed significantly higher need indices for achievement, autonomy, intraception, change and heterosexuality. However, no group differences were found on the need indices for exhibition, affiliation, dominance, nurturance and endurance.

57 RAMADHAR SINGH: Incidental and intentional learning of perceptual-motor skill. Indian Journal of Experimental Psychology 1971, 5(1), 29-31. 10 ref.

Three groups, each consisting of fifteen undergraduate students and working on a card sorting task, were randomly assigned to either 1) control, 2) incidental learning (INC), or 3) intentional learning (INT) condition. The control subjects sorted cards for

four times - two trials in the beginning and two trials in the end of an interval of half an hour. The INC learning group in which subjects played the role of experimenters was also required to sort cards for four trials - two trials before and two trials after the experiment. The INT subjects did sorting for fifteen trials. The three groups were initially comparable in their skill. The difference-score of all the three groups yielded a significant F-ratio. Further analyses by the method of orthogonal comparisons revealed that while the INT learners improved maximally in perceptual-motor skill, the INC learners also showed significant gain. It was concluded that the phenomenon of INC learning also occurs in perceptual-motor skill.

58 RASTOGI M P: Formation of concepts in pre-primary school children. Naya Shikshak (Teacher Today) 1970, 13(2), 69-72.

The years between 3 and 6 are of great importance in the child's physical, emotional and intellectual development. It is important that attention is paid to the developmental levels and needs of the children while planning the pre-primary school programme. In such a programme, it is necessary to stress on those activities which are concerned with the development of concepts. Children do not come to school without any learning. They have already reacted in some way or the other to their environment. They carry some correct and some incorrect concepts. Once the child learns something wrongly, it becomes difficult for him to unlearn it. Hence the child needs firm grounding at the pre-primary stage. The following concepts about which the children of pre-primary stage have some notions and how teachers can direct the learning to enable the children to form correct ideas have been discussed: concept of a) number, b) time, c) colour, d) form, e) health and hygiene, and f) personal safety.

59 SEN A: Factor analytic study of a group intelligence test. Indian Journal of Applied Psychology 1971, 8(1), 14-20. 6 ref.

A group intelligence test consisting of 11 sub-tests, constructed by Chatterjee and Dwivedi (1969) was administered to 134 applicants for the Master of Business Administration Course run by the Department of Business Management and Industrial Administration, University of Delhi, in July 1968. Thurstone's (1947) centroid method of factor analysis was employed to extract the factors from the table of intercorrelations. Two common factors were identified and on testing the significance of the factor loadings in different sub-tests, the first factor was named as general reasoning and the second as verbal rigidity.

60 SHANKAR NARAYAN RAO N S: Strategy in concept learning as a function of certain personality and cognitive variables. Allahabad, Indian International Publications, 1971. xi, 105p.

An attempt is made to determine experimentally the effects of dispositional variables, such as intelligence, attitude towards problem-solving, and ego-strength on performance and strategy in concept learning. A three-factor design, with two levels of each factor was used to investigate the effects of the three independent variables. The three criterion tests used were 1) Wonderlic Personnel Test, 2) Attitude Test, and 3) Barron's Ego-Strength Scale. A total of 80 subjects (Ss) was tested in three experimental tasks - selection concept learning, inference concept learning and object sorting. The data consisted of performance as well as strategy measures in each of the tasks. Verbal reports were also obtained from Ss as to the methods adopted in solving the problem. The strategy behaviour that came into play during the process of problem solving was inferred as a result of analysis of the sequences of hypothesis formulated by Ss, at several stages of concept attainment. In the object sorting test, however, strategy was determined by ascertaining the model pattern of the level of conceptualization involved in sorting behaviour. The following are some of the findings: 1) performance in concept learning was significantly related to individual differences in intelligence, attitude towards problem-solving and ego-strength; 2) kinds of strategy adopted while attempting to solve the selection problem were related to intellectual ability; 3) there existed a relationship between wholist-partist strategy adopted in the inference problem and level of intellectual ability and ego-strength; 4) a significant relationship existed between the degree of abstractness involved in sorting behaviour and level of intelligence; 5) there was evidence of an interaction between the effects of attitude on strategy and the type of concept task.

61 SHANTHAMANI V S: Relationship between intelligence and certain other variables. Journal of Psychological Researches 1970, 14(1), 28-34. 6 ref.

Alexander's Battery of Performance Test was administered to 300 girls of classes VIII - X, 100 in each class. The following conclusions have been drawn on statistical analysis of the obtained results: 1) optional subjects had some influence on mean performance i.e. science group students have superior intelligence than arts group; 2) order of birth had an influence on intelligence in favour of second and last born; 3) educational qualification of the father had no effect on the child's intelligence; 4) children whose parents were in the professional, agricultural and managerial occupations were superior in intelligence as compared to others; 5) the higher the economic status of the father, the higher was the intelligence level of the child; 6) single or joint family system had no significant influence; 7) urban or rural environment had also no considerable influence; 8) caste had an influence on intelligence of students; the non-brahmin group were superior to the brahmin group.

62 SINHA R C: Attitude of students toward worldmindedness. Journal of Psychological Researches 1970, 14(1), 22-7. 9 ref.

Two hundred students of Patna University, 100 undergraduate (50 males + 50 females) selected by unsystematic random technique were administered the worldminded attitude test of Sampson and Smith, and Garrison method was used for scoring. The results partly conformed with those of other similar studies. In general, the students were pro-worldminded, the females being more than the males. The worldminded attitude score increased from the fresher to the senior. The mature and advanced girls had better scores than their male counterparts. The urban students were more worldminded than the rural. But almost no difference was there between the students whose parents were in service and those in agriculture. Students had highest pro-worldminded attitude towards 'education'. This was followed by 'race' and 'economics'. They had almost anti-worldminded attitude towards 'religion' and 'patriotism', and were neutral to other issues.

63 TRIPATHI R B: Influence of sex difference on test scores. Journal of Psychological Researches 1970, 14(2), 53-6. 11 ref.

A sample of 250 girls and 525 boys of grades III to VII drawn from non-coeducational institutions in Moradabad (Uttar Pradesh) by using incidental-purposive sampling technique was administered a non-verbal test of general mental ability (Joshi and Tripathi, 1966). Neither difference in sex nor age and grade level had any influence on the test scores.

EDUCATIONAL SOCIOLOGY

64 GORE M S, DESAI I P, CHITNIS S: Field studies in the sociology of education, all India report. Delhi, National Council of Educational Research and Training, 1970. xiv, 671p.

The aim of the all India survey was to study the social values and social backgrounds of students and teachers. By studying these aspects it was sought to find out whether the goals of modernization and equality of opportunities have been attained in the society through education. The emphasis was on whether education had succeeded in developing a modern outlook in the people and in providing them equality of opportunities. The characteristics representing a modern-liberal outlook chosen for the study were secularism, an activist approach to life, optimism, achievement orientation and acceptance of citizenship and responsibility. The social background studied were: 1) the groups from which students and teachers are drawn; 2) the differences,

if any, in their distribution from one section of the sample to another. The characteristics of the social background of both the groups selected were fathers' education, occupation, caste, religion and rural-urban residence. Three of the additional areas of study are: 1) the attitudes of students and teachers to education; 2) the occupational aspirations of students; 3) the occupational satisfaction and adjustments of the teachers.

65 GOURI AYYUB: Education and social change. Amrita Bazar Patrika 24 March 1971, p.6, cols. 4-6. 1800 words.

Education can become an instrument of social change when people are taught to remove untouchability, to adopt family planning or cooperative concept, etc. But what is observed is that educational institutions generally fail to serve as an instrument of social change and to reflect the changes that are social reality. Fundamental reforms and deep reflections into the several problems facing the educational scene are necessary. One social change perceivable is the increasing demand for higher education. This has resulted in many problems important among which is the lack of quality teachers. For some years at least the best of human material should be diverted to the teaching profession on an emergency basis. Another aspect of the problem is the large number of students who are the first generation of literates in the family and the cultural lag of these students lowers the general intellectual and moral tone of the institutions. In this regard it is important to keep in mind that while school education should be available for all, admission to university education should be selective on the basis of merit. The various measures and innovations introduced by the State for the progress of the country have to be constantly scrutinised and evaluated by the academics. This is the duty of the educational institutions towards the society.

EXAMINATION AND EVALUATION

66 BAJPAI J L: Praśn - patroṁ meṁ vaikalpik praśn - ek vicāraṇiya praśn. (=Question of choice in question papers - a point for consideration). / Hindi /. Naya Shikshak (Teacher Today) 1970, 13(2), 49-53.

Whatever its form, choice in question papers always results in a lowering down of the reliability of the examination as an instrument of evaluation of the abilities, skills and knowledge of the examinees. Question papers with options have all the drawbacks of the essay-type examination. They are not objective-

oriented. A reliable question paper is one, which ensures a uniform score and assessment uninfluenced by the subjective element in different examiners. The question papers with choice suffers from inadequacy. Because it gives less than full coverage. When teaching, paper-setting and marking are done by different teachers, the defects are further accentuated. It is advocated that there should be no choice in question papers.

67 BOSE P K: Suggestions for reforms of examinations. Amrita Bazar Patrika 21 February 1971, p.I, cols. 4-8. 2000 words.

The following suggestions have been given: 1) the first requisite for the success of the reform is teachers' sense of duty, devotion and honesty; 2) the task of conducting the pre-university and first degree examinations should be transferred to the affiliated colleges; 3) continuous assessments are needed during the course of studies; 4) at present the question papers over-emphasise recall of information and over-look other objectives; this defect can be overcome by the proper selection of instructional objectives and by giving proportionate weightage to each of the objectives for framing questions; 5) poor content coverage can be improved upon by introducing short answer and objective type questions; 6) special research unit on examinations should be created in each affiliating university; 7) the existing curricula and syllabi should be modernised correspondingly and changes should be introduced in the teaching methods; 8) on a long term basis improvement examinations should lay more stress on diagnostic function than on evaluation function; this means that universities should conduct examinations at the time of admission and not at the time of leaving.

68 DEB M: Examination reform - a teacher's view. Hindusthan Standard 31 January 1971, p.v, cols. 4-7. 1100 words.

The proposed transfer of the responsibility for holding the examinations from the university to the colleges would not solve the problem of indiscipline in the examination halls unless the psychological background responsible for the present situation is corrected. The examination system cannot be improved separately and the whole educational pattern should be modified including a thorough revision of the existing syllabi, breaking the classes into smaller groups and placing greater reliance on tutorial classes for these groups rather than on general lectures, giving some weightage to the marks obtained by the students in these classes, in the final assessment. However, the poor financial position of the colleges prevents them from introducing the needed reforms. A liberal financial assistance has therefore been urged from the government and others connected with the educational system.

69 KANSAL M R: Should examinations be abolished? Quest in Education 1971, 8(1), 49-55.

The opinions of 125 boys and 85 girls of post-graduate departments of Punjabi University, Patiala, towards examinations were elicited through an opinionnaire. The hypothesis that boys and girls are totally opposed to examinations was also to be verified. The data obtained were analysed and the following conclusions drawn: 1) ninety two percent boys and 91% girls demand the modernisation of examinations; 2) seventy to eighty percent opine that examinations are necessary because they motivate the pupils for learning and the teachers for teaching; 3) majority of boys and girls feel that examinations prepare them for testing situations in life; 4) sixty percent of the girls and 46% of the boys view that ability does not pay in the examinations; 5) majority do not welcome the examinations; examinations are taken because they are a necessity; 6) more girls than boys favour the examinations; 7) the hypothesis stands rejected as majority of students feel that examinations are a must, but that they have to be modernised and not abolished.

70 Seminar on examinations. University News 1971, 9(2), 3, 4, 20.

The Inter-university Board of India and Ceylon convened the seminar from January 27 to 31, 1971 at Delhi. The following are the recommendations: 1) the system of examinations should be modified and attention be paid by the university community to the problems of assessment and evaluation; 2) public examinations should be supported by internal assessment system; 3) reliability and objectivity in the examinations would be ensured by (i) redesigning the question papers; (ii) granting relative ranking instead of marks; (iii) controlling malpractices in examinations by improving teaching efficiency and by strengthening university administration; (iv) using data processing machines in universities to cope with examination work; (v) strengthening the examination wings of the university administration; (vi) introducing semester system of examination; (vii) organising a unit at the national level under the University Grants Commission and Inter-University Board to conduct research on problems of examination.

EXTRA-CURRICULAR ACTIVITIES

71 KHAN A J: Educational values of festivals in school. Searchlight 28 February 1971, p.4, cols. 7-8. 1200 words.

The need for organizing festivals in schools has been stressed to inculcate in children the educational values associated with

them. Thus, the religious festivals would provide a useful channel for the discharge of the natural impulse for nature worship, the agricultural festivals would provide a knowledge of the environment, the national festivals would develop the national sentiment, and the cultural festivals would widen the mental horizons of pupils by acquainting them with the lives of noted poets and scientists. The following are the educational values associated with festivals: 1) they develop adjustability; 2) they serve as media for instruction of subjects like social studies; 3) they develop civic virtues, provide training in leadership, sublimate instinctive tendencies and emotions, promote sense of cleanliness and foster artistic tendencies.

FINANCE

72 LOWE J: Financing of university adult education in a developing country. Indian Journal of Adult Education 1971, 32(3), 3-6, 19, 20.

The various ways in which a university may finance a programme of adult education have been discussed. Proposals to start or to expand a university adult education programme often lie sterile because no attention is paid to the financial aspect. It would be proper to estimate what services are ideally required (suiting community needs), and then to select the priorities which can be dealt with out of the sum of money that is actually made available. The following ways in which adult education services could be financed have been discussed: 1) wholly or largely subsidised; 2) partially subsidised; 3) the project being required to self-finance, and even to make profit. Some of the existing methods of financing of adult education in India and South-east Asia have been considered. Supposing that a university has decided to start an adult education programme and that it has decided to set up a special department to plan and supervise the programme, the minimum organizational requirements and financial considerations that have to be borne in mind have been elaborated.

HIGHER EDUCATION

73 AIYAR S P: Education for a changing society. Quest 1971, 68, 59-64. 4 ref.

It has been emphasized that research in humanities and social sciences is as much important to the society as is scientific and technological development. The university's role in promoting

the right type of education lies not merely in increasing the number of its students, faculties, research programmes, buildings, etc., but in improving the quality of its programmes, tackling the social problems and providing intellectual leadership. It should propagate the spirit of rational inquiry and create the intellectual climate necessary for the modernization of society at all levels.

74 ANANTAKRISHNAN S V: Need for autonomous colleges. Hindu 4 March 1971, p.8, cols. 4-8. 1700 words.

The drawbacks of the present university education have been discussed. In the context of the mass educational expansion resulting in dilution of standards, a selective approach to train the best talent in all fields has been urged. Increasing the number of institutions like I.I.Ts has been suggested for the economic growth of the country. The U.G.C's pioneer attempt in implementing the COSIP programme for select institutions has been hailed as these colleges can serve the purpose and form the nucleus of autonomous colleges. As no reform can be brought about in the existing rigid framework of outmoded affiliating universities, the following experiments have been suggested for trial in these COSIP institutions: 1) relating the content of the courses of study to on the job problems; 2) introducing semester system with specified courses for each semester and evaluating throughout the year, besides any final evaluation that may become necessary; 3) correlating theoretical and practical studies and making a day-to-day assessment of the students' skill in observation, interpreting the observation, planning experiments, and attitude to practical work, etc., instead of judging by a single practical examination; 4) introducing a five-year integrated course leading to a Master's degree and providing at the half-way for an Honours degree at the end of a three-year course so that new inter-disciplinary programmes could be tried.

75 CHAKRABARTI S: University and the society. Amrita Bazar Patrika 31 March 1971, p.6, cols. 4-6. 1700 words.

An educational system that has no relevance to social life, that has no practical bias and that does not instil a scientific attitude is outmoded. The need for creating an educational system that will train people to be self reliant and to rebel against the social evils like regionalism, casteism, communalism, blackmarketing, etc., has been stressed. It has been suggested that the university should identify itself with the society and function as a community service station.

76 Reform of educational system [Editorial]: Hindu 25 January 1971, p.8, cols. 1-2. 700 words.

The observations and recommendations made at the recent Mysore seminar on management and organization of Indian universities have been discussed. The seminar's view that indiscriminate expansion of educational facilities might be a shattering liability has been endorsed. It is observed that such an expansion is already telling on the standards and that succumbing to pressure in this regard will be a grievous error. The suggestion to start correspondence courses and removing the present requirement of minimum attendance has not been favoured on the grounds that the students do not have the needed intellectual maturity; further, the free time available with students may be exploited by political vested interests. The seminar has called for the exclusion of politicians from crucial academic bodies; but this is possible only with the active cooperation of all the political parties. However, it is pointed out that academics themselves can bring about the needed reforms in syllabi and teaching methods which are well within their reach.

INSPECTION

77 RAWAT D S: Evaluative criteria for inspection and supervision of secondary schools. Delhi, National Council of Educational Research and Training, 1970. 190p.

The present system of inspection and supervision of secondary schools needs reform. A project was launched to survey and analyse the current practices of inspection and supervision of secondary schools and to develop a set of evaluative criteria and evaluation instruments for inspection and supervision, and finally to conduct an experimental try-out for their refinement. The set of evaluative criteria and evaluation instruments were developed and tried out. The experimental try-out has revealed that it is reliable and valid and its utility and worthwhileness as a tool for inspection and supervision has been confirmed. The conditions and implications for using the evaluation instrument regularly for the inspection and supervision of secondary schools have been discussed.

INSTRUCTIONAL MATERIAL AND AIDS

78 GOSWAMI R: Production of textbooks for degree courses. Publisher's Monthly 1971, 13(1), 6,7.

The present state of textbook production and distribution in the country and the factors responsible for such a poor situation have been pointed out. The following remedial measures have been suggested: 1) direct involvement of universities in writing and producing textbooks of high quality and low cost; 2) giving high professional recognition to textbook writing by way of awarding a doctorate degree for writing a standard textbook; 3) providing attractive remuneration and facilities for teachers interested in textbook writing; 4) arranging for inter-university exchange of textbooks; 5) distributing translation work among the universities so that the necessary text material might be covered in all regional languages; 6) producing original books instead of translations as far as possible; 7) adopting a common syllabus in the same language speaking areas; 8) ensuring adequate government help if lack of finances hinders textbook production.

POLICY AND PLANNING

79 NAYAR D P: Challenge of unemployment to the education system. Education Quarterly 1971, 22(4), 1-4.

The problem of educated unemployment has been mainly attributed to the slow pace of economic growth and the maladjustment between supply and demand of the educated persons. The important remedial measures offered are: 1) doing manpower planning at National, State and local levels; 2) relating economic planning to the manpower needs; 3) evolving an integrated system of education in which the growth of its various stages is closely related to a proper manpower perspective plan in the light of carefully projected demands of socioeconomic development; 4) orienting the educational system to self-employment; 5) placing emphasis on quality in general education and changing the attitude towards and expectations from general education.

80 Priorities in education [Editorial]: Educational India 1971, 37(7), 235, 236.

The following observations made by Dr. K.N.Raj at the Sardar Patel Memorial lectures regarding the imbalances in education

have been commented upon: 1) failure of the government to prescribe needed priority to elementary education; 2) non-implementation of the recommendations of committees and commissions to orient secondary education towards vocations; and 3) allotting undue proportion of finance to university education. The suggested remedial measures are: 1) implementing the scheme of compulsory universal education; ii) creating postgraduate centres of advanced studies and iii) raising the quality of collegiate education by removal of subsidy on it and by the provision of good libraries and qualified staff.

PRE-PRIMARY EDUCATION

81 INDIRA SWAMINATHAN: Preschool education, parents and the community in a developing society. NIE Journal 1970, 5(2), 33-9.

The issues to be clarified for the success of preschool education are that: 1) work, play, activities are all a part of the intellectual development of the child; 2) the aesthetic and creative values are fundamental factors in preschool education; 3) childhood is a period of growth and development - physical, mental and emotional; 4) preschool education cannot be entrusted to people with no background of preschool education. The teacher educators' role lies in training teachers for nursery schools to handle preschool children competently, giving them a sound and systematic background in child psychology, education and guidance, and practical experience in handling children, and in communicating the messages of preschool education beyond the teachers to the parents and the community. Some of the programmes and projects like childrens' festivals, childrens' world, mother craft and child study course and the publication of a children's magazine, undertaken in cooperation with the community have been described.

82 KHALAKDINA M: Preschool in rural India. NIE Journal 1970, 5(2), 44-51. 15 ref.

The demographic and ecological milieu of the preschool child have been dealt with. A case study of the preschool education programme in a progressive village has been presented. The drawbacks observed are: 1) the concept was extraneous and superimposed upon an unready community which had no knowledge of such a programme; 2) the presentation of the programme was such that it was perceived as a day-care programme; 3) the workers themselves with inadequate identity and empathy with

the rural situation, operated in isolation from the mothers and the community leaders; 4) the leaders were more interested only in expanding the list of their projects. The importance of preparing the rural child for a technological age has been emphasized. Some of the suggestions given are: 1) devising concepts, ideas and objects that are culturally rooted in the native environment for the preschool programme; 2) following an inductive method of training where the teacher trainees are directly exposed to the programmes of preschool education; 3) a closer interaction between those who train preschool teachers and those who employ them; 4) a more pragmatic approach in utilising the available resources.

83 MINA SWAMINATHAN: Community participation in preschool education - why and how. NIE Journal 1970, 5(2), 18-23.

The main reasons given for community participation in preschool education are: a) the importance of this period of life; b) the curriculum having no set subjects but almost all of life; c) development of the whole child being the objective; d) the preschool having the potential to become the basis for a widening programme of social change and action affecting individuals, families and communities; e) community cooperation being a wider and more inclusive term than parent cooperation. Two experiments in community preschool education, a cooperative nursery school in Delhi in a literate urban community, and the other a community sponsored preschool centre in an urbanised village close to Delhi have been commented upon. The four main elements of the first programme discussed are volunteer services, low-cost equipment, in-service training, and other kinds of community participation. The second experiment, in addition, presented three new problems, 1) that of changing the attitudes of the parents, especially the mothers; 2) developing a community leadership; 3) and coordinating the activities of different supporting and guiding agencies. These problems have been discussed.

84 PANANDIKAR S: Place of preschool education in the educational system. NIE Journal 1970, 5(2), 6-9.

The importance of preschool education for the children in the age-group 3-6 has been highlighted quoting several expert views on the subject. The Kothari Commission's recommendations are however not far reaching because of the priority given to primary education whose long set goals still remain unfulfilled. Inadequacy of financial resources is the main difficulty not only in India but in developed countries like UK also. The problem is very much lessened in those countries by the dynamism of the mothers who themselves run play-centres or nursery classes,

whereas it is not so in India where the mothers are mostly uneducated. In India a flexible approach regarding the qualifications and training of teachers is necessary. Suitable training courses for those willing to undertake preschool education and a minimum programme of activities stressing the underlying principles should be evolved. The teachers should be encouraged to use local environment for the school activities. Physical care, opportunities for all types of play, companionship of other children, and an atmosphere of security with adequate scope for exploration should be provided to preschool children. Preschool education in many countries is an integral part of the general educational system so that its quality and growth stand ensured. A proper deal to preschool education in India can be expected when the State-level centres are formed for the development of preprimary education as recommended by the Kothari Commission.

85 PANKAJAM G: Classroom practices in pre-basic schools. NIE Journal 1970, 5(2), 52-6.

Pre-basic education based on Gandhi's principles and philosophy of education covering children upto 7 years of age is in 4 stages with instructional material and syllabus prepared accordingly. The first stage of educational programme starts at conception, that is education for wise parenthood. The second stage is from birth to two-and-a half years, where the main emphasis is on the improvement of the child's physical health and wellbeing by providing custodial care. The junior level of the pre-basic school stage covering children of the age-group $2\frac{1}{2}$ - 4 years gives the children an opportunity to listen by providing simple songs and stories. At the senior pre-basic level, useful and purposeful activities such as cleaning the classroom and its surroundings, gardening, cleaning the cotton and spinning are carried out for promoting the dignity of labour among children. Opportunities are also provided for developing language, aesthetic, moral and religious, artistic and social skills and values. Instruction in reading, writing and arithmetic is given indirectly through play and other activities in which the child is involved. Efforts are also made to develop a right attitude towards health, nutrition, sanitation etc. As far as possible, inexpensive and natural materials are used for teaching and learning. Close contact with the parents and the community is maintained.

86 SAHGAL S P: Education of teachers for nursery schools - a creative approach. NIE Journal 1970, 5(2), 61-4.

The main suggestions offered are: 1) attaching an experimental nursery school to every pre-primary college of education;

2) relating the theory courses to the actual school activities; 3) revising the syllabus and grouping the contents under three headings - a) language and the creative arts, b) man and his environment, c) home and society; 4) replacing the authoritarian form of leadership of the teacher-educator with that of leadership through suggestions, stimulation and example; 5) encouraging the student-teachers to take up a topic of their own interest and to make a detailed study of it independently; 6) holding occasional meetings between the staff and student-teachers and arranging lectures by experts; 7) increasing the training period to two years with higher secondary as the minimum qualification for admission; 8) revising the salary scales of both the college staff and the nursery school staff.

87 VARMA M: Human relations laboratory. NIE Journal 1970, 5(2), 30-2.

The major advantages of a human relations laboratory or a laboratory nursery school are: 1) a great deal about human behavior and relations is learnt through observation, participation and teaching; 2) the potential talents of every child are realized through intellectual, emotional and social development, as the teacher guides the parent about his child's behavior, establishes a warm and secure relationship with the child motivating his creative and intellectual abilities, and provides learning in a social context through interaction with children of their own age and adults other than parents.

PRIMARY EDUCATION

88 MATHUR V S: Strengthening primary education. Educational India 1971, 37(9), 298-9.

The following suggestions have been given: 1) evolving a strong system of pre-school or nursery education; 2) reserving a major part of both the plan and non-plan expenditure for primary and pre-primary education; 3) changing the staffing pattern and increasing substantially the teacher-pupil ratio; 4) giving emphasis to the development of linguistic, numerical and observational skills; 5) reducing the duration of primary stage from five years to four followed by four year middle school stage instead of three; 6) providing open air instruction for long hours.

89 SWAMINATHAN M S: Fostering pre-primary and primary education. Home and School 1970, 10(4), 3-4.

The fact that eighty per cent of intellectual development occurs in the first five years of a child's life is a strong argument in favour of a well-organised pre-primary education. At this age education is through play and everything that the teacher can reasonably take up forms the curriculum. The following principles which emerge from an early childhood education have an immense bearing on the idea of education through work: 1) learning process is related to the self-activity of the child; essential ingredients are a wide range of activities with free choice, guidance of the teacher, problem-solving situations, stimulus and challenge for exploration, etc.; 2) it is up to the teacher to arrange the learning environment in such a way as to yield maximum results; 3) education involves totality; the child is learning all the time and in a variety of areas. At the primary level, play gradually turns into work. A socially productive and useful task can be the agent of education. With simple tools such as a soil testing kit and nutritional seed kit, a whole new world can be opened up for school children in villages. The study of birds, identification of weeds, detection of alkalinity, harnessing of water, prevention of damage by rats and pests all have immense educational and practical value. For this, the teachers should be well informed. With a little training university students of agriculture and science can render great service.

RURAL EDUCATION

90 INDIA. COMMITTEE ON RURAL HIGHER EDUCATION 1967-69: Report. New Delhi, Ministry of Education and Youth Services, 1970. 126p. /Chairman: G. Ramachandran/

The terms of reference of the Committee were: 1) to review the progress of the scheme of Rural Higher Education, and ii) to suggest ways and means for improving its working. The Committee has made 108 recommendations. The recommendations concern: 1) aims and functions of Rural Institutes; 2) their administrative structure; 3) enrolment; 4) teaching of English and regional languages; 5) courses of study, curriculum etc.; 6) extension and research; 7) teachers' salary scales and facilities; 8) library; 9) employment of the products of the Rural Institutes; 10) future status of the Rural Institutes; 11) finance; 12) new Rural Institutes.

SCIENCE EDUCATION

91 ATREYA B D, MAZUMDAR S, TORRIE A W: Activity learning science processes in the primary classroom. World Science News 1970, 7(12), 18-20.

Observation, classification, communication, measurement, using numbers, experimentation, analysing and comparing data, predicting, spatial relationships, time and distance relations are the scientific processes suggested to be developed among the primary school children. The measures recommended are: 1) involving students actively in the learning situations i.e. making them handle and manipulate the various scientific instruments; 2) making extensive use of the child's environment for experimental activities; 3) arranging children in groups for their activities; 4) giving them proper guidance in group work; 5) encouraging the children at all times to develop a spirit of scientific enquiry.

92 BHIDE V G: Technical activities centre. World Science News 1970, 7(12), 6-8.

In view of the increasing number of students demanding education, it is necessary that they should be given diversified education, according to their varying interests, aptitudes, abilities, etc. In teaching science, the process of science rather than the products of science should be emphasised. It should be related to the environment and everday life. Development of various types of skills should form an integral part of formal education to enable to bridge the gap between the world of work and the world of study. Thus, both from the point of view of satisfying the needs of a large number of students as well as from the point of view of national development, it is necessary to provide in the educational system, the facilities for designing, fabricating and building of toys, gadgets, instruments, etc. with one's own hands. But, under the existing circumstances obtaining in the developing countries out-of-school activities, free from the restraints of academic disciplines offer unique opportunities for inventive and creative work. A senior person from the nearby university or technological institution may formulate a project for a motivated group of students. The choice of the project should take into consideration the interest of the students, their age group, facilities available and the possibility of relating it to either industry or research.

93 BOSE P K: Science teaching in the schools. Science and Culture 1970, 36(10), 523-5.

Science teaching in schools and colleges deserves serious consideration by scientists, educationists, technologists and planners. Teaching science at the school level should be aimed at making students aware of their physical and biological environment and developing their curiosity, power of observation, enquiry and reasoning. Conscious of the deficiencies of the existing textbooks, the National Council of Educational Research and Training launched a movement of curriculum reform and considerable progress has been achieved in this regard. One of the basic requirements for the development of science education is the quality of teachers; so it is necessary to make adequate arrangements for refresher courses and summer schools. This requires consolidated national effort supplemented by international assistance. There is need to improve the emoluments and service conditions of teachers. Further, the existing examination system needs to be modernised.

94 RAO N P: Education and science popularization. Science and Culture 1970, 36(10), 534-41.

Education should reflect the roots of a society, its present status and future aspirations. A special need exists for chalking out and improving education in science to meet the above ends. The deficiencies in the existing education system which will have to be rectified have been pointed out. Massive programme in general science education should be launched in Indian colleges and universities to fill in the widening gap between science and non-science education. Dissemination of popular science literature to non-science students would be much helpful. Drawing attention to the increasing importance of science writing, it is observed that in India there is need to take all steps to promote science writing. The level of presentation should be varied as to cater to the needs of varying readership. The mechanics of popular writing have been enumerated. The need to make the writing readable and interesting has been emphasised.

95 RAO V K R V: Supplementing classroom teaching. Home and School 1970, 10(4), 5.

The following plan is given to enable children acquire a scientific temper and traits necessary for trainability in science: 1) all primary teacher training institutions in the country will be provided science equipment in accordance with a programme of the Ministry of Education; this will enable the future primary teacher more science-minded; 2) each district

must be provided with an itinerant lecturer to give lectures on scientific topics of interest to primary school children; this can be supplemented by a district-based science and cultural centre in which demonstrations such as how the brake of bus works, how the centrifugal pumps work, etc., can be given; 3) for secondary school children, experiments in technology could be provided through these centres; 4) secondary school teachers should be given training in the basic concepts of science projects that are carried out in the district centres; this will enable the teachers to be more effective in guiding students; 5) the district centres could also function as centres for disseminating information on significant advances in science and technology to children.

SECONDARY EDUCATION

96 RAZDAN M N: Productivity, a challenge to secondary education. Naya Shikshak (Teacher Today) 1970, 13(2), 77-84. 26 ref.

The need to relate education with productivity has been emphasised by the Education Commission (1964-66). The relevant recommendations made by the Commission in this regard have been examined. The recommendation that science and mathematics should be taught compulsorily as a part of general education during the first 10 years of schooling and that science should be taught as physics, chemistry, biology etc., is termed as impracticable in view of scarce resources. Further, if science is made compulsory to all, even the present standard of science teaching will suffer. What is desirable is to improve the present conditions of existing laboratories and curriculum both for the general science and the science subjects in the optional. With regard to the recommendation of introducing work experience of vocational nature with general education, it is argued that this will be premature. It will hamper the realisation of the aims of general education itself. It would be better to 1) improve the curriculum of secondary schools and equip them better for general education; 2) introduce two streams - academic and vocational in the higher secondary classes; and 3) organise guidance service as an integral part of education. In general education craft and art should be given equal weightage to allow option. Hobby corners can also be established in secondary schools. It is pointed out that the third recommendation, vocationalization of secondary education, deserves full support and that adequate resources should be allocated for the purpose.

97 KAPUR P: Need for family life education. Social Action 1971, 21(1), 1-15.

The family as a basic social institution exercises an extraordinary influence both on the individual and society. Discusses the need for family life education in the context of the major changes affecting the joint-family system, the traditional patterns of authority in the family and the emergence of the educated working women. The functional programme of family life education, it is suggested, will include: 1) inculcation of healthy and congenial values and attitudes towards marriage, towards one another and towards life itself, and development of healthy personality traits; 2) training and help in appropriate mate selection; 3) technical information and education about sex, home-science, home-economics, house-keeping, social psychology, child psychology, emotional development and maturity, interpersonal relations, etc. The need for opening marriage counselling agencies has also been stressed. The family life education has to be given both formally and informally at home, the school and the community organizations.

98 TELLIS-NAYAK J: Development through adult education, the grihini programme. Social Action 1971, 21(1), 72-80.

Educational programmes designed to prepare women for the responsibilities of home life can be termed as grihini courses. These programmes should aim at self-development with an emphasis on strengthening the role that women can play in the home, village, tribal or urban community. The schools started in Madhya Pradesh and Bihar to prepare illiterate tribal girls for marriage were the first to be called grihini schools. Various grihini courses available in India have been listed. The physical facilities like building, grounds and farm land, furniture and equipment, syllabus, instructional aids, staff, finance, recruitment of trainees etc. for grihini courses have been discussed. The problems likely to be faced in dealing with grihini students have also been dealt with. Some of the suggestions offered are: 1) programmes similar to grihini courses must be offered to educated persons also since the conventional educational system does not provide for such courses; 2) educational, medical, religious etc. institutions should offer such courses to their servants; 3) high school and college students must be made to take interest in the illiterate youth; 4) since these programmes cannot reach all people, extension work should be undertaken by trained grihinis or school staff; 5) middle and high schools could adjust their curriculum so as to include teaching of skills useful to girls in home life.

SOCIAL SERVICE

99 HULBE S K: From theory to practice, the college and community development. Social Action 1970, 20(4), 403-9.

The extension programme of Ahmednagar college is oriented to the needs of its rural environment. The rural life development and research project started by the college in 1961 aims to fulfil its obligation of social concern. The following are the objectives: a) to respond to the growing demand of the nation for responsible citizenship, effective leadership, efficient, well-informed and properly motivated personnel to undertake responsibilities in the field of community development and cooperation; b) to make education more substantive by confronting students with practical economic and social problems of rural society; c) to participate in the process of nation-building by direct involvement in the rural developmental programme; d) to bridge the gap between the college and the larger community. The college evolved a three-fold programme of study, research and participation to meet these objectives. The running of the project has been described in detail.

SPECIAL EDUCATION

100 AMBASHT N K: Policy of tribal education - a suggestion. Vanyajati 1971, 19(1), 43-5. 3 ref.

In spite of the fact that stipends, scholarships, etc. have been provided to tribals, no effective results have been achieved. This is attributed to the lack of special policy for tribal education keeping in view the specific needs of these people. The following suggestions have been given: 1) a single educational policy cannot suit all the tribes in the country; the policy has to be different for different tribes; 2) there should be a functional literacy programme for the tribal adults, this will not only increase their vocational efficiency but also impress them on the necessity of education for their children; 3) 'Ashram' type schools will be more suited for the tribal children; the State has to bear the entire educational expense; 4) the course content should be specially devised taking note of the child's environment, culture, parents' economic activity, etc.; 5) teachers should be specially trained for work in tribal areas; 6) the medium of instruction should be the mother tongue of the children, the script of the regional language may be used; 7) the school hours and holidays have to be synchronised with the agricultural operations and local festivals.

101 BAPAT N V: Tribal education for employment and material prosperity. Vanyajati 1971, 19(1), 5-7.

The existence of controversy as to which should be given stress to, educational development or economic development, is pointed out. Various State Governments vary in their stress on education and economic development of tribals. Thus, the States which have stressed on formal education of tribals are confronted with the problems of providing employment to hundreds of tribals. The kind of education that was given to the tribals made them unfit for any other job except government service; they have grown a distaste for agriculture and other traditional occupations. On the other hand, certain other States give emphasis to economic schemes such as organizing cooperative societies, giving manures, improved seeds and other agricultural implements, starting industrial and vocational training centres, giving loans for sinking tube wells, etc. In all these benevolent schemes, the why and wherefore could not be taught for want of basic educational preparation, with the result that ninety per cent of the total benefits of the schemes goes to 10 per cent of the tribals. It is pointed out that educationists and economists must jointly evolve a scheme in which education and material progress go hand in hand. The schemes should promote self-respect and resourcefulness of tribals to enable them to manage their own affairs.

102 INDIA. COMMISSIONER FOR LINGUISTIC MINORITY: Eleventh report. Delhi, Manager of Publications, 1969. ii, 144p.

The States Reorganization Commission set up by the Government of India in 1954 found that there would be a number of bilingual belts between the different linguistic zones and a large number of areas with mixed population even within unilingual areas. Hence the Commission recommended measures to strengthen the constitutional safeguards for the linguistic minorities. As a result the Constitution was amended (seventh amendment, 1956) and the office of the Commissioner for Linguistic Minorities came into being. This annual report of the Commission for the period July 1968 to June 1969 gives a detailed account of the progress in the implementation of the agreed scheme of safeguards for the linguistic minorities in States and Union Territories. The safeguards relate to: 1) primary and secondary education; 2) provision of teachers and text books; 3) use of minority languages for official purposes; 4) recruitment to State services; 5) machinery for implementation of safeguards.

103 SWAMY N V R: Engineering training for the blind - Madras Project. Hindu 21 March 1971, p. I, cols. 1-5. 1100 words.

Gives an account of the pilot project undertaken by the Madras government with the assistance of the Vocational Rehabilitation Administration of the United States to train the blind in operating machine tools and to provide them employment. The training programme being conducted at a light engineering workshop set up at Guindy covers 20 boys (age 20-25) with a minimum qualification of VIII Standard in each training session of 5 months. During the first 2½ months they are trained in all the operations of a fitter like filing, chipping, shaping, drilling, turning, and in the remaining period they are taught to use power tools like lathes and drills. The training is very rigorous to make the blind as efficient as the sighted. After training, the Placement Officers fix them in suitable jobs and look after their welfare by keeping a constant touch with the employers. However, compared to other advanced countries, the blind in India are at a disadvantage as there is no legislation for special reservations of appointments for them. Central takeover of the training programme with adequate expansion has been suggested for better service.

STUDENT UNION

104 SRINIVASA RAO V: Whither student unions? Swarajya 1971, 15(29), 14.

The purposes of introducing elections in educational institutions are to familiarise students with the various aspects of democracy and to inculcate a sense of responsibility. The way at present elections to student unions are held does not fulfil the intended purposes. A lot of money and precious time of the students are wasted in elections. Only those students who are academically unworthy occupy various positions in the union. The unions in most cases are responsible for student unrest and hooliganism. It is suggested that for some time at least, the unions should be banned and that if allowed to exist rules should be tightened so that 1) union money is spent for the benefit of poor students and 2) only talented students who have a balanced outlook could hold offices in the union.

TEACHER EDUCATION

105 CHAURASIA G: School development in the seventies. Bulletin of the West Bengal Headmasters' Association 1971, 20(2), 58-60.

The following suggestions have been given to strengthen teacher education: 1) forming State Board of Teacher Education in each State, whose functions will be to a) prepare a comprehensive development plan for teacher education up to the secondary level, b) ensure adequate budget provision, c) bridge the gulf between schools and universities so that excellence in school education can be pursued with the help of outstanding university professors; 2) requesting the UGC to organize summer Institutes for teacher educators; 3) colleges of education taking full advantage of the UGC's Fourth Plan provision of four crore rupees for strengthening teacher training institutions; 4) requesting the UGC to provide funds to at least one university in each State to establish a Bureau of School Service during the Fourth Plan period; the Bureau would provide opportunities to a) school teachers to get professional guidance; and b) experts in university education department and in departments of other disciplines to get a first hand knowledge of what goes on in schools.

106 KHANAPURKAR H K: Programmed learning - role of B.Ed. colleges. Progress of Education 1971, 45(6), 209-12.

A brief survey of the development of the techniques of programmed learning in India has been made. The need for programmes in large numbers for the use of teachers and pupils in the primary and secondary schools has been emphasised. The following scheme of work has been suggested for promoting programmed instruction in B.Ed. classes: 1) B.Ed. colleges should aid developing skills in programming in the trainees and should possess sufficient programmes to demonstrate the effectiveness of the techniques of programmed instruction; 2) the curriculum should include frame writing, editing and try out of programmed instruction; 3) practical work should be stressed and each trainee should be required to produce a programme on one topic from his special methodology subjects and the work should be internally assessed; 4) trainees should be encouraged to use at least two programmes prepared by them in practice teaching sessions; and 5) the teacher educators should be trained in the techniques of programmed instruction. The facilities available in India for training the staff of the B.Ed. colleges have been stated.

107 KRISHNA KANT: In-service education of teachers. Teacher Education 1971, 5(2), 27-33. 5 ref.

The factors contributing to the low professional growth of teachers have been pointed out. Some of the in-service education programmes suggested for professional growth are: A. teacher - 1) introspection at the end of the day's work to improve the performance; 2) developing a habit of wide reading; 3) developing an experimental attitude in the teaching work; B. head of the school - 1) organising teachers' study circles and guidance programmes for teachers; 2) arranging expert demonstrations in teaching different subjects; C. supervisor - 1) communicating successful practices carried out by one school to another; 2) identifying the weaknesses of teachers and providing the necessary guidance; 3) forming subject-wise panels of good teachers to serve as resource personnel for others in the area; D. teacher organization - 1) identifying the future teachers from among students at the higher secondary level to form future teachers clubs; 2) forming subject teachers clubs for enriching their knowledge; 3) publishing guidance material for teachers; 4) providing advisory and other needed services for the agencies involved in the in-service education of teachers. The following suggestions have been made for the consideration of NCERT, State Institutes of Education, etc.: 1) organizing need-based programmes; 2) conducting the programmes with a practical and pragmatic approach; 3) involving teachers at the planning and organizational stages of the programmes; 4) arranging planned and systematic follow-up programmes; 5) providing incentives to teachers who successfully apply their knowledge gained in in-service education programmes for the students' benefit.

108 PATHAK S P: Teacher education - a point of view. Teacher Education 1971, 5(2), 21-6.

The observations of the various Education Commissions on the poor state of teacher education have been given. The importance of training teachers to teach in real school situations and not artificial or make believe conditions has been emphasized. Accordingly the practice-teaching programme should be reoriented with more emphasis on methods courses. The undue importance given to liberal education at the cost of art of teaching and the manner in which the practice lessons and their supervision are conducted have been criticised. It has been urged that at the early levels of teacher training stress should be on the art of teaching while M.Ed. stage can take care of academic or intellectual excellence, and that classroom practice-teaching should be restored to its rightful position. Similar views expressed by some Western authors have been quoted.

109 RAGHURAM SINGH M: New approach to practice teaching. Journal of Educational Research and Extension 1971, 7(3), 134-43. 7 ref.

The following component-skills of teaching have been suggested to teacher candidates in micro-teaching sessions: 1) manipulation of the stimuli of teaching-learning situations or stimulus variation; 2) set induction procedure to focus pupils' attention on certain aspects of the topic and to build continuity from first lesson to the second; 3) punctuation of teaching with closures by summing up the points, linking the new with known ideas and highlighting the integrated features; 4) encouraging students' group discussion by minimising the student teacher's talk in classrooms and usage of non-verbal cues for providing feed-back to students; 6) adaptation of positive verbal, positive non-verbal, positively qualified and delayed reinforcements of student participation; and 7) usage of appropriate level of communication for a given class. The advantages of the component-skills approach, micro-teaching, micro-lesson and micro-classes have been briefly discussed.

110 SHAH R S: Programmes in teacher education for international understanding. Teacher Education 1971, 5(2), 17-20.

In view of the importance of education in promoting international understanding due emphasis should be given to the problem in teacher education. The concept of international understanding can be brought to light while teaching philosophy of education, educational psychology, methods of teaching and current problems of education, and also during practice-teaching. A list of topics for practical work that would help trainees in promoting international understanding has been given.

111 SHETH K V, BRAHMBHATT J C: Role of teachers' training colleges. Progress of Education 1971, 45(8), 292-4, 299.

The following proposals have been suggested for qualitative improvement of teachers' training programme; 1) coordinating the curriculum to the Indian environment and need; 2) orienting the teacher to the school situation, the library and the guidance services; 3) modifying the theory and practice teaching programmes; 4) coordinating extension services programmes with the social and emotional needs of the school in particular and of the society in general; 5) encouraging the formation of a school complex. The training institution should select suitable candidates for training, provide the pupil-teacher with maximum learning in practical teaching with student-centred methods, challenging assignments and cocurricular activities and offer practical teaching programme suited to the requirements of

practising schools. It has been suggested that each training college should have a regular programme of research and extension and possess adequate resources and means for the purpose.

112 VAIDYA N: Building quality into our teacher training programmes. Progress of Education 1970, 45(5), 173-8, 185. 12 ref.

The four steps suggested for a systematic upgrading of technical teacher training in India are: 1) stating clearly the specific aims and objectives in terms of pupil behaviour in the context of the general aims and objectives of teaching a subject; 2) developing imaginative types of lesson plan formats which reflect the current methods of teaching such as oral methods, observation methods and practical methods; 3) analysing and highlighting the different patterns of teacher behaviour; 4) developing a list of desirable teacher competencies. The advantages of microteaching, teaching problems laboratory and interaction analysis have been described.

113 VERMA P S: Teacher education and promotion of international understanding. Teacher Education 1971, 5(2), 8-12.

In view of the teachers' responsibility in moulding the youth's personality and character it has been suggested that teacher education programmes should be so restructured as to help teachers inculcate the spirit of international understanding in the students. The curricular programmes for teacher education could highlight the contributions made by different nationals to the development of knowledge and human history. Some such examples have been given. In the field of co-curricular programmes the following are suggested: a) organizing film shows depicting the educational and other activities of different societies, b) organizing international forums, debates and discussions emphasizing the importance of interdependence and cross-cultural influences, and c) promoting exchange programmes like teacher-exchange programme, visiting teacher programme, award of scholarships for advanced studies abroad.

TEACHERS

114 KRISHNAMURTHY S: Professional ethics for college teachers. Educational Review 1971, 77(1), 2-5.

The need for evolving a code of professional ethics to be followed by the college teachers has been stressed. It has been stated that college teachers should concord with collegiate,

professional, social and familial worlds. Suggestion has been made that college teachers should practise a code of ethics by committing themselves to: 1) the State by realising the rational ideals and goals through the educational process and by harnessing the energies of pupils towards constructive and social activities; 2) the university by upholding the traditions and practices; 3) the college administration by taking an active part in the normal functioning of their institutions; 4) the community by sharing the responsibility of providing educational opportunities to all and by protecting educational institutions from undue infringement; 5) the profession by making efforts to raise the educational standards; and 6) students by respecting and dealing with them justly and by encouraging in them the ability for analysis and critical thinking.

TEACHING METHODS

115 BUCH M B, QURAISHI Z M: Classroom influence of social studies teachers. Education and Psychology Review 1970, 10(4), 195-206. 8 ref.

The objective of the study was to examine the patterns of influence of male social studies teachers on their students. Flanders' Interaction Analysis Technique was used for the purpose. Seventeen male teachers belonging to Gujarati medium schools were observed, each twice in the same class for the same subject. Their age ranged from 27 years to 44 years, and their teaching experience from 6 to 13 years. The following conclusions were drawn: 1) the nature of influence patterns of teachers is very much direct; 2) teacher talk is nearly eight times greater than student talk; 3) teachers made 17 indirect statements for every 100 direct statements; 4) teachers used 6 positive statements to motivate students for every five negative statements to reprimand them; 5) most of the indirect talk is in the form of asking questions; 6) very little time is devoted to praising students and developing their ideas; 7) there is no short question-answer pattern which is generally found in drill situation; 8) criticism or justification of authority on the part of teachers is very insignificant; 9) periods of silence are mostly broken by the teachers; 10) students got little opportunity to add their own ideas to their teacher-controlled talk; 11) teachers with less experience talked more; 12) the ratios of indirect talk to direct talk of teachers, and of positive reinforcements to negative reinforcements provided by teachers were slightly greater for graduate trained teachers than for postgraduate trained teachers; 13) age, experience, qualifications and methods of teaching certainly play an important part in shaping teachers' influence; Flanders Interaction Analysis Technique is a very useful tool.

116 BUCH M B, SANTHANAM M R: Relative effects of English and Sience on the classroom communication phenomena. Education and Psychology Review 1970, 10(4), 207-22. 4 ref.

An attempt has been made to explore the patterns of classroom verbal communication with regard to English and science and to investigate the relationship, if any, between the two subjects. A set of 16 primary teachers (8 male and 8 female) of schools in Madras were observed (twice for spell of 30 minutes each) while they taught the six subjects - English, Tamil, mathematics, history, geography and science. For making observations, the 10 category scale developed by Flanders was used. The ratio of indirect talk to direct talk of teachers (I/D), and the ratio of positive reinforcements to negative reinforcements provided by teachers (i/d) were computed for all the teachers for all the subjects. Analysis of variance two-way classification was done. F values were computed. In both the cases, significant differences were found 1) among subjects, as well as 2) among teachers. It was inferred that the differences amongst all the 6 subjects taken as a whole were significant. Hence, an attempt has been made to find out the differences as between the two subjects - English and science. The correlation coefficients and the percentage t-tests indicate that the frequency distributions in the two subjects were very highly correlated; but the differences suggested by the t-tests were not significant.

117 KAMALA KANTHAM T S: Experimental study of teaching by the traditional - problem solving methods. Educational India 1971, 37(7), 231-4.

The purpose of the study was to find out as to which of the two specific methods - a) traditional - an integrated method involving lecturing, demonstrating, questioning and giving assignments and b) problem solving - a composite approach involving demonstrations by the teacher, group discussions in the class, individual reading and experimenting, going on excursion and witnessing films on the subject - provides the student gain in and retention of knowledge and abilities. A unit in physics was taught to two well balanced groups, experimental and control, each group consisting of 16 pupils from class X, by the traditional and problem solving methods respectively. Finally, the gains of retention in knowledge and abilities were measured by noting the score points through the administration of base-test, post-test and delayed-retest to both groups, given at the start, at the close and after the lapse of some time. Analysis of the results lead to the following conclusions; 1) neither method is distinctly superior to the other and the determining factor is the teacher; 2) from the point of objectives and the end products of science teaching, problem solving method is favourable and deserves greater attention and encouragement by the practising science teachers.

118 MOHAMMED HUSAIN: Effective ways of teaching geomorphology. Naya Shikshak (Teacher Today) 1970, 13(2), 38-48.

Though now more emphasis is being laid upon the human geography, the teaching of physical geography cannot be discarded because i) it is the foundation of geography, and ii) the students are very much interested in it. The students feel difficulty in comprehending lessons in physical geography because they require imagination which is beyond their mental capacity. It is suggested that through the following methods the students' power of comprehension could be enhanced: 1) asking students to collect pictures and photographs of relief features in geomorphology, classifying and adding notes to each picture, and using them while teaching; 2) encouraging students to draw diagrams and charts; 3) arranging field trips; 4) preparing the relevant relief features in a sand tray and presenting them to the class while teaching. Besides encouraging students to prepare geographical models and relief maps, attempts may be made to have a small geographical garden in the school grounds.

119 NARINDRANATH: Impact of feedback on the classroom behaviour of teachers. Education and Psychology Review 1970, 10(4), 223-8.

The study aims to examine the classroom behaviour of teachers and the impact of feedback on the teaching behaviour. Eight B.Ed. trainees were observed while they taught social studies to classes VIII and IX. Each trainee was observed for eight times of 20 minutes duration each. Flanders ten category system of classroom interaction analysis was used as the observation tool. First lesson indicated the pre-training behaviour. Six feedbacks were provided after six subsequent observations during three weeks. The eighth observation was done at the end of 4th week. The following conclusions have been drawn: 1) Interaction analysis technique is very useful in modifying the classroom behaviour of the teachers and general classroom climate; 2) there was a rise in student talk, decline in silence, short pauses, confusion and noisy talk, and also a good check on the teacher talk; 3) within four weeks it was possible to achieve the target fixed; the teacher talk amounted to 57%, student talk about 34%, silence, confusion and noisy talk about 9%; 4) it was possible to increase the amount of indirect influence of the teacher to a good extent; 5) the amount of constructive reaction of teachers to pupils' ideas and feelings increased; 6) there was a fall in the teachers' criticism of pupils and increase in teacher statements that stimulate pupil participation in the development of the lesson.

120 PURUSHOTHAMAN S, VISVESVARAN H: Diagnostic study of the common errors in zoology committed by P.U.C. students with suggestions for remedial work. Journal of Educational Research and Extension 1971, 7(3), 167-73.

A diagnostic test in zoology was constructed and administered to 400 pupils (80 boys and 320 girls) in two parts i.e. part A consisting recall and recognition type of questions meant for testing the knowledge in the content and Part B requiring the pupils to write answers in their own words. Personal data of pupils and the teachers' evaluation about the pupils were also elicited. A questionnaire was administered to the lecturers to get their assessment of pupil's difficulties in zoology. The result regarding the achievement level of the pupils revealed that: 1) the mean and the standard deviation for the performance of the sample were 61.00 and 34.26 respectively, the maximum score for the test being 200; 2) the performance of boys was not different from that of girls; 3) pupils desirous of joining the medical course did better than the rest; and 4) the test scores correlated significantly with the teacher rating of certain traits. The error analysis of pupils in the subject areas viz., a) branches of biology, cell and protoplasm, b) tissues, c) organs and organ systems, d) the frog and e) the cockroach, has been made and the list of questions and ideas wrongly responded or omitted by more than 50% of the sample, presented. Based on the lecturers' views on pupils' difficulties in zoology the following suggestions for remedial action have been offered: 1) technical terms should be written on the black board, drawing the attention of the pupils to the spelling, pronunciation, meaning and application of the terms; 2) charts and models should be used in teaching to facilitate students' capacity to visualize; 3) lecturers should stress relevant points and suggest individually to pupils the means of overcoming their poor expression; and 4) correct techniques of drawing diagrams should be instilled in pupils.

121 SHARMA V P: Evaluating the efficacy of teaching personnel for effective teaching of a second language. Education and Psychology Review 1970, 10(4), 242-5.

It was hypothesised that the subjects' accuracy scores on dictation test in Hindi would certainly be higher when they are dictated by a teacher whose mother tongue is Hindi in comparison to that when being dictated by any other teacher. One hundred and forty four Marathi pupils were matched for their proficiency in Hindi on the basis of an examination and were put in four groups of 36 in each. One hundred and ninety six words were chosen and put in two equally matched groups. A 2x2x2 factorial design was set up for experimentation and the two parts of the test were dictated in ABBA sequence by a native as well as a non-native teacher. The results confirmed the hypothesis. It is suggested that a second language should preferably be taught by a native teacher.

122 AARON P G, MARIHAL V G, MALATESHA R N: Standardization of a TAT instrument to measure n-achievement of high school boys in South India. Indian Journal of Applied Psychology 1971, 8(1), 30-2. 2 ref.

The finalised TAT set consisted of five pictures depicting scenes that are common in the life of a South Indian school boy. Construct validity of each of the picture in the set was calculated as follows: teachers from nine schools where the instrument was tested were asked to name four highly motivated and four poorly motivated boys from their respective schools. The n-achievement scores obtained by these two groups of students on the TAT pictures were utilised for obtaining the biserial coefficient of correlation. To obtain predictive validity, the instrument was administered to 30 tenth standard boys. Subsequently their academic achievement scores were secured from the school. The correlation coefficients were calculated. The retest reliability was obtained on 35 boys of X standard at an interval of one month. The instrument was administered to 800 boys from 11 high schools. The norms presented have been expressed in the form of T-scores. The instrument is meant for South Indian high school boys. It is recommended that all the five pictures be administered in one session. For meaningful interpretation of the norms, the combined scores of the five pictures should be used. The scoring of the stories is based upon the procedure suggested by McClelland, et al.

123 KRISHNA K P: Battery of reading ability test for college freshmen. Indian Journal of Applied Psychology 1971, 8(1), 5-10. 7 ref.

The present study concerned with achievement indices which cover the following dimensions, reading speed, vocabulary, spelling, and academic motivation was made to prepare a battery of reading ability tests for fresh college students, for guidance and remedial purposes. The sample consisted of 200 unselected pre-university (N= 98) and first degree (N = 102) students of the University of Patna and Magadh, and a part of the data (N = 100) collected by Srivastava (1966) from the XI special which is comparable to the pre-university class. The Reading Speed Test developed by Srivastava (1966), the Hindi Vocabulary Test and the Hindi Spelling Test prepared by the Educational and Vocational Guidance Bureau, Bihar, and the Academic Inventory adapted by Singh (1965) were administered to small groups of 5 to 10 students in class room situation. Multiple correlation using Doolittle Technique (Guilford, 1956) was computed to ascertain the importance of each test in building the battery. In selecting

the optimum number of tests in the battery, all the general principles (Guilford, 1956) as well as departure from them were followed. On empirical basis, it was decided to include Hindi Vocabulary Test, Hindi Spelling Test, and Academic Inventory in the final battery.

124 MEHDI S G, SINHA J N: Study of relationship between neuroticism and job satisfaction in school teachers. Indian Journal of Applied Psychology 1971, 8(1), 46-7. 2 ref.

Eysenck's Neuroticism Scale and a job satisfaction questionnaire consisting of 20 items were administered to a random sample of 200 school teachers in Patna. The results revealed that job satisfaction was more in low neurotic group than in high neurotic group.

VOCATIONAL AND TECHNICAL EDUCATION

125 MIRJE C B: Vocational orientation through work experience. Bharat Jyoti 7 February 1971, p.7, cols. 5-8. 1000 words.

Describes a project undertaken by the Rotary Club of Bombay East to provide vocational orientation to students through work experience. About 350 students from 10 high schools in Sion and about 10 industrial units were involved in the programme. After a preliminary introduction to management, organization, supervision, discipline, safety, etc., the industries allowed the students to work with the experienced workers in different units. Such a programme would enable the students to meaningfully utilize the conventional vocational guidance programmes which only give bare facts about careers and vocations.

126 RAJU M K: Management in the seventies, improvement of management - management education and development. Indian Management 1970, 9(10), 3-10.

It is recognised that economic development is a managerial achievement with money, labour and materials as limiting rather than determining factors, However, in general, in the developing countries, the facilities available for management development and education are meagre. The reasons attributed to this are: 1) absence of market pressure, due tariff barriers and a sheltered market; 2) Governments' import policies which result in complacency in the industry; 3) a general frustration that no effective management can function in the developing countries which face so many problems; 4) dim prospects for management

personnel to rise to the highest ranks because a large proportion of industry is managed by families who financially control them; 5) severe curb on the inflow of foreign technology and equity due to political, ideological and economic considerations; 6) lack of achievement motivation in the tradition-bound societies. The following suggestions have been given: 1) collection of authentic data about the existing managerial personnel, projection of future requirements, initiation of research on the cultural background vis-a-vis management development, etc.; 2) creation of a climate conducive for the acceptance of management development and education; 3) highlighting the need for international cooperation in management movement.

127 RAO C N R: Technological revolution and education in India. University News 1971, 9(1), 3, 4, 19, 20.

The major tasks of science educators is to influence the attitudes of people and to plan a massive education system which will bring a social revolution of which science and technology are a part. The expansion of technical and science education has not contributed to the quality of education and the educational system has failed to benefit the common man. The main problem is how to produce the future leaders and managers of the society with the existing framework where poverty and unemployment are prevalent. As there is a great need for middle-level management in India, the schools and colleges should modify their curriculum and offer training to managers. Thus, the agricultural universities could undertake a scheme of farm management and community management at the village level and medical colleges provide training for health management etc. Similarly there is a need for a large number of technicians to build, repair and maintain equipment of various kinds. Proper vocational training should be provided at the school level to enable pupils to engage themselves in profitable endeavours. Educators and planners should co ordinate entrepreneurship education with higher technical education and encourage individual initiative. Research and development work should be tied with higher technical education and training be given to pupils in specific areas.

128 SEN B: Training of teachers for technicians' education in India. Education Quarterly 1971, 22(4), 20-8.

The facilities now offered by the four Technical Teachers' Training Institutions (TTIs) at Madras, Bhopal, Calcutta and Chandigarh with proper modifications would be able to solve the problem of training new entrants. However, new schemes for retraining the working teachers within 4 to 6 months should be prepared by the TTIs for achieving the objective of retraining all the existing staff within 6-10 years. The staff in need of retraining should be divided into two groups:

a) instructors, demonstrators, b) teachers (lecturers, assistant lecturers, etc.). The retraining programme for the first group may include the elements like upgrading the theoretical knowledge, understanding of the individual students' psychology, art of shoptalk, etc. The second group may be given: 1) industrial orientation; 2) pedagogical training; 3) academic training for upgrading subject knowledge with appropriate orientation. The trainees may be imparted training only in such fields as they are deficient. Adequate provision should also be made for regular in-service training including reorientation of the teaching technique and upgrading of subject knowledge by the TTIs, and periodical exposure to the related industry by the institution concerned. The structural changes needed in the TTIs have been detailed.

129 SHANE HYDER NAQVI S: Need for industrial management training. Khadigramodyog 1971, 17(4), 312-14.

In view of the defects in the acquisition of raw materials, materials management, production and managerial practices, leading to the failure of smallscale and cottage industries, an integrated approach to management training programme has been recommended. While appreciating the services rendered by the Small Industries Service Institutes in conducting management appreciation courses, it is suggested that a Small Industries Service Institutes Council consisting of government servants, employers representatives, technicians and management educationists should be set up. This council would guide in prescribing standards for syllabus, duration and methods of training, besides advising the institutes in framing and coordinating the Management Appreciation Courses and training programmes according to the needs of the small enterprises.

130 VARADAN M S S: Technical education at the crossroads. Hindu 24 March 1971, p.8, cols. 4-8. 1800 words.

Absence of any motivation for the students and faculty members to contribute to application of engineering knowledge to practical problems, undue demand for sandwich training for diploma level, lack of planning have been pointed out as some of the problems in the field of technical education. The recommendations are: 1) organized inter-action with industry; 2) strengthening the existing basic framework of institutional practical training which should continue to be the responsibility of the institutions at the diploma level; the sandwich training in specialized areas at the post-diploma level should be the responsibility of industry; a reverse sandwich course in the polytechnics for experienced personnel from industry will be a useful measure; 3) giving autonomy to technical institutions

for developing diversified courses in consultation with local industries; 4) technical manpower planning by industry not merely in terms of numbers but in terms of skills and the preparation for these skills at the institutional levels; 5) developing suitable instruments for identifying entrepreneurial skills among students and providing opportunities for developing their talents; 6) acquainting students with fundamentals of financial management; 7) initiation of empirical research which would gradually pave the way for application of modern tools of management.

WASTAGE AND STAGNATION

131 Educational waste /Editorial/: Times of India 12 January 1971, p.8, cols. 1-2. 550 words.

Dr. V.K.R.V. Rao's opinion that school education can be improved only on increasing its finances has been fully supported. Even the present educational wastage has been attributed to the meagre finances that is thinly distributed among a large number of institutions. The problem is not only of procuring more finances but also of preparing a suitable curriculum. The popular plea for vocationalization of curriculum would not solve the problem as it is not very useful in the first few years of schooling. Moreover, employment is also not certain for all those trained in special skills at the present low rate of economic growth. Although the gaps between demand and supply cannot be altogether avoided, the number of educated persons being turned out each year in India is too large to be absorbed by the national economy.

132 JAYASURIYA J E: Educational factors associated with wastage in education. Journal of Educational Research and Extension 1971, 7(3), 129-33. 3 ref.

Wastage occurs due to grade repetition or dropping out of school. A single index of wastage taking these two variables together will be misleading since a slight liberalisation of promotion policy will bring down the incidence of grade repetition whereas the problem of dropouts cannot be solved so easily. A school dropout signifies that a planned educational programme for an individual has been prematurely terminated. Yet if the content of school education is too literary or academic, unrelated to social needs, many of those completing the programme are found to have heightened occupational ambitions unrealisable in a backward economy. In that kind of setting, the dropout with his modest education

and modest occupational ambition will be in tune with the needs of the society. For reasons like this, findings of studies on wastage in underdeveloped areas need to be understood taking into account both quantitative and qualitative considerations. The factors associated with wastage are: 1) personal; 2) cultural; 3) social; 4) economic; and 5) educational. These factors operate together in varying combinations rather than in isolation. Generalisations from studies in width need to be supplemented with studies in depth. A research design has been presented to find out the relative importance of the following educational factors in wastage: 1) quality of teachers; 2) salary of teachers; 3) teacher-pupil ratio; 4) school facilities.

WOMEN'S EDUCATION

133 NAIK C: Social transformation and equal educational opportunities for girls and women. Quest in Education 1971, 8(1), 3-11.

The low enrolment of girls of the age of 6-11 to primary schools and the great disparity between the enrolment of boys and girls at all stages of education have been attributed mainly to the educational backwardness of adult women in rural areas. The suggested remedies are: coordinating socio-economic and political policies for promoting the education of girls and women; providing 'open house' educational system in addition to formal education to meet the educational needs of all the members of the family instead of educating only the young in the families; educating the tradition-bound adult women in rural areas and transforming their attitudes and perceptions favourably towards the education of girls; utilizing the mass media viz. radio effectively for promoting education of women; appointing women teachers in rural primary schools and providing occupational training for women and girls working in agriculture and allied occupations; offering combined adult education classes for the whole families and condensed primary and secondary courses for adult women; utilising the services of educated married women as teachers; and providing reading materials of interest to girls and literate women.

134 THACKERSEY P V: Education of women - a key to progress. Delhi, Manager of Publications 1970, iv, 97p. 34 ref.

This brochure issued by the Ministry of Education and Youth Services, Government of India shows the magnitude of the problem of women's education as it faces the country and the

various issues arising out of it. This contains five chapters. Chapter I surveys the changing pattern of women's education since Vedic period. Chapter II presents a historical retrospect - 1813 to 1947. Chapter III discusses trends of expansion in women's education in Post-Independence Period. Chapter IV deals with women's access to higher education. Chapter V gives an account of the present problems and the future of women's education. A graphic survey and recommendations of Education Commission (1964-66) on women's/girls' education are given in the appendices.

WORKERS' EDUCATION

135 CHANSARKAR M A: Workers education and the trade union movement. Workers Education 1970, December, 29-39.

The extent of trade union movement participation in the workers' education programme of the Central Board for Workers Education has been detailed. The two proposals by the Indian National Trade Union Congress and the Hind Mazdoor Sabha for enhanced trade union participation have been described and the programmes approved by the Board have also been given. It has been stressed that the trade union participation must be systematic and make a substantial contribution to the workers education programme, and that the trade union movement should build up a permanent machinery for conducting training on a large scale. The recommendations of the Committee on Workers Education appointed by the National Commission of Labour have been given. The following recommendations of the National Commission on labour which are under consideration of the government have been pointed out: 1) simplifying the procedures and rules for grants to trade unions so that they can themselves formulate, administer and implement the education programmes; 2) organising functional education programmes for senior trade union personnel; for this the national trade union centres would provide for practical field work and the universities would impart education in the fundamentals of the trade unionism, industrial relations, labour laws, etc.

136 DUTTA S C: General education of workers should be undertaken. Workers Education 1970, December, 16-19.

Along with vocational and trade union education the importance of general education has also been stressed for the welfare of the workers. General education programmes including education upto university stage, training in citizenship and community life, and youth camps, hobby corners, discussions, etc. have been suggested to be organized through Workers' Institutes.

137 SETHI B M: Reorientation and streamlining to achieve economic targets. Workers Education 1970, December, 11-16.

The main suggestions are: 1) reviewing the worker-teacher training programme to assess the exact requirements and organizing, if need be, two different training courses, one for worker-teachers to man unit level classes, and the other for training union leaders; 2) supervision and inspection of the training programmes of the workers' organizations by the Central Board for Workers' Education; 3) laying emphasis on the purity of means for achieving workers' welfare in the workers' education programmes; workers should be taught to shun violence and intimidating tactics; 4) excluding the supervisory and middle management personnel from the purview of the Board's training programme; 5) expanding the workers' education scheme to cover workers in agriculture and distributive trades; with some modifications in the training course even white-collared employees may be covered; 6) orienting workers' education to the requirements of a speedy economic development and the changing complex of the working class.

138 SINGH S: Mould to meet the requirements of changing social set-up. Workers' Education 1970, December, 25-8.

The achievements and shortcomings of the workers' education programme have been discussed. The remedial measures suggested are: 1) broadening the coverage of the programme to include all categories of workers-agricultural, industrial and administrative; 2) modifying the syllabus to include topics relating to the development of proper interaction between the industry, labour, union and community; 4) entrusting to the trade unions the entire responsibility of organizing training programmes; the unions should arrange lectures by university experts on topics relevant to the syllabus of workers' education; 5) enlisting the full cooperation of employers for the timely release of workers to attend the education programme; 6) permitting only the trained personnel to contest for the union leadership.

139 PATIL R K: Workers education and national integration. Workers Education 1971, January, 12-14.

Broadening of the definition of the term 'worker' has been suggested so that the scheme of workers' education could be extended to cover all the agricultural workers, artisans, and all privately employed personnel in small establishments. It has been suggested that workers' education should aim at - a1) converting the present underdeveloped society into a developed ideal society wherein all would be workers; there is need to inculcate the

dignity of labour to all; 2) securing a minimum wage not only for those in the organized sector but for all workers; 3) explaining the causes and results of the choice for democracy; 4) bringing home to the worker the following two facts: a) the worker is in a privileged position in this that he renders service to the community, b) there is a limit beyond which the worker cannot expect to get his wages increased, in the absence of a general improvement in the national economic condition.

140 VAIDYANATHAN N: Education, labour productivity and national development. Workers' Education 1970, December, 50-4.

The low labour productivity has been attributed to the decrease in the real earnings of the labour, lack of motivation, absence of effective communication, lack of a sense of belongingness to the industry, and dearth of strong and effective trade unions. Workers' education which helps the workers understand the concept of productivity, the various factors affecting it, and the methods to increase it, removes misconception and wrong notion about productivity concepts, builds a strong and healthy trade union movement, prepares the labour force to assume leadership, and includes topics like consumer cooperative, family budget, etc., it has been noted as the most powerful instrument to mobilise the workers for effective participation in national development.

List of Periodicals Abstracted

Bulletin of the West Bengal Headmasters' Association 1971: V 20, No 2
Education and Psychology Review 1970: V 10, No 4
Education Quarterly 1971: V 22, No 4
Educational India 1971: V 37, Nos 7-9
Educational Review 1971: V 77, No 1
Home and School 1970: V 10, No 4
Indian Journal of Adult Education 1971, V 32, Nos 1-3
Indian Journal of Applied Psychology 1971: V 8, No 1
Indian Journal of Experimental Psychology 1971: V 5, No 1
Indian Management 1970: V 9, No 10
Interdiscipline 1970: V 7, No 3
Journal of Educational Research and Extension 1971: V 7, No 3
Journal of Psychological Researches 1970: V 14, Nos 1, 2
Khadigramodyog 1971: V 17, No 4
NIE Journal 1970: V 5, No 2
Naya Shikshak (Teacher Today) 1970: V 13, No 2
Progress of Education 1970: V 45, No 5; 1971: V 45, Nos 6-8
Publisher's Monthly 1971: V 13, No 1
Quest 1971: No 68
Quest in Education 1971: V 8, No 1
Science and Culture 1970: V 36, No 10
Social Action 1970: V 20, No 4; 1971: V 21, No 1
Swarajya 1971: V 15, No 29
Teacher Education 1971: V 5, No 2
University News 1971: V 9, Nos 1-3
Vanyajati 1971: V 19, No 1
Workers Education 1970: December; 1971: January
World Science News 1970: V 7, No 12

Newspapers:

Amrita Bazar Patrika: 21 Feb; 10, 24, 31 March 1971
Bharat Jyoti: 7 Feb 1971
Hindu: 14, 22, 25 Jan; 4, 21, 24 March 1971
Hindusthan Standard: 31 Jan 1971
Searchlight: 28 Feb 1971
Times of India: 12, 20 Jan; 8 March 1971

SPECIAL SECTION

EDUCATION FOR NATIONAL INTEGRATION

A1 AMRIT KAUR: Education and national unity. Education Quarterly 1961, 13(51), 235-7.

Narrowest social forms of behaviour and the failure of the leadership to guide the people have been identified as reasons for the fissiparous tendencies. Appointing best men and women who are well-versed in the country's history and culture for teaching profession, giving religious instruction in schools, teaching three languages - mother tongue, Hindi and English - to all children, frequent visits of children of one State to other States; teaching children to take pride in the country's literature, art, music, instilling in them a respect for all religions, imbibing in them good neighbourliness and civic sense; etc. are the educational measures recommended for promoting national integration.

A2 ARUNACHALAM K: Curriculum for national integration (In Avinashilingam T S Ed. Education for national integration, a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 100-6).

The purpose of education is to produce integrated personality free from fear and to cultivate right relationship with other individuals and the society. The principles to be kept in view for curriculum construction are: 1) the instinctive tendencies, experience, interest and impulse of children; 2) the possibility of growth and development of children as revealed by psychology, sociology and educational theory; 3) the needs of the community, occupations of the people, social tradition, geographical and environmental features. At the primary stage schools should adopt activity-centred approach. Activities related to personal and environmental cleanliness, health, games and recreation, field visits, celebration of festivals etc. may be included; language and arithmetic should be used as tools of learning. Productive manual work should be given importance in the curriculum of both elementary and secondary stages. Subjects like language, mathematics, science and social studies should emanate from these activities. As children grow the activities should become more systematic with greater stress on discrete subjects. All children should learn mother tongue and Hindi. Those who proceed to the secondary stage should learn English also. The school should be organized as a living and functioning community with a lively programme of social, cultural

and recreational activities. The school children should visit the local community and undertake social service activities. It is important to teach the Constitution of the country. Teachers should have freedom to change the curriculum. Apart from constructing the curriculum, attention should be given to the administration of the curriculum, for, even the traditional subject-centred curriculum can be used to build up desirable social attitudes and habits which strengthen patriotic feelings.

A3 AVINASHILINGAM T S: Education for national integration (In Avinashilingam T S, Ed. Education for national integration - a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 1-10).

Education has been underlined as the most effective instrument for social and national integration. The following suggestions have been made for promoting national unity through education: 1) cultivation of a deep sense of national, social and spiritual values among children from the early stages of education; 2) evolving a common system of national education of high standards and making it available to all children purely on merit basis; 3) development of a proper language policy; 4) promotion of national consciousness among students at all stages of education by well-organized teaching of the languages and literatures, philosophy, religions and history of India, and by introducing the students to Indian architecture, sculpture, painting, music, dance and drama; 5) including the study of different parts of India in the curricula and developing fraternal relations between educational institutions in different parts of the country; 6) establishing all-India institutions which admit students from different parts of the country.

A4 AYESHA JACOB: Emotional integration through schools. Education Quarterly 1961, 13(51), 261-3.

The task of promoting the emotional integration of India at school level is comparatively easy, for the disintegrative forces have not yet found place in the minds of children. The following suggestions have been given: 1) the teachers, in the first place, having a sense of vocation and a zeal to build an India integrated in every way,; 2) the syllabuses having an all-India basis; history texts should cover the whole of India and present a more regionally balanced picture; 3) staging school dramas the themes of which bring together different communities; 4) organizing small groups of cosmopolitan friendship guilds in schools and encouraging them to discuss various conflicts afflicting the society; 5) conducting inter-State cookery classes in home science courses and familiarising

students with songs and dramas of various regions of the country; 6) encouraging comparative study of religions, languages and culture; 7) enabling children to spend their holidays outside their own States.

A5 DAS GUPTA B: Education for national integration. Maharashtra Educational Journal 1968, 17(1), 26-7.

Education is one of the most effective tools of national integration. Fundamental educational aims, content of education and techniques of teaching need to be reoriented to promote the concept of integration. Besides, educational seminars, workshops, and conferences should be organised to tackle the problem of balancing the regional and national loyalties. Youngsters should be encouraged to participate in the community action programmes. Educationists, administrators, political leaders, social workers etc., have to strive cooperatively to promote integration.

A6 DONGERKERY S R: Educational means and methods of promoting interregional understanding (In Seminar on National Integration, Delhi, April 16-17, 1958. Report. Delhi, University Grants Commission, 1961. 58-65.

It is pointed out that the universities can adopt certain concrete steps for advancing interregional understanding for achieving national solidarity. University education by its very nature is a powerful instrument for developing the whole of human personality and broadening the mind of those who come under its influence. Inter-regional understanding can be promoted by more effective use of bodies such as University Grants Commission, Inter-University Board of India and Ceylon, Conference of Vice-Chancellors, etc. The following suggestions have also been given: 1) every university can actively encourage the study of the literature of regions other than its own; scholars should be given grants to translate classics from one Indian language into another; 2) migration of students should be facilitated by mutual recognition of terms kept for courses; such students should live in hostels among local students; similarly, mobility of teachers from one region to another should also be encouraged; 3) every university must consider itself at the postgraduate and research level as a national institution, and artificial barriers of language and domicile, if any, should be done away with at these stages; 4) student travels to other regions of the country should be encouraged; 6) exchange of ideas and emotional experience should be encouraged by means of frequent seminars and cooperative projects such as workshops and student camps.

A7 D'SOUZA A A: Education for national integration. (In his 'Human factor in education'. Bombay, Orient Longmans, 1969. 146-56).

The recommendations of the Committee on Emotional Integration and the Education Commission (1964-66) with regard to national integration have been referred to. On parents devolves the major responsibility, while preserving and cherishing their own beliefs and sub-cultures to make their children realise the essential unity of the country. Admissions and grant of scholarships should not be governed by caste or communal considerations. Children should be allowed to mingle freely at school. The curriculum, co-curricular activities and teaching of the subjects should be so oriented as to promote national integration. The three-language formula - mother tongue, Hindi and English - recommended by the Education Commission (1964-66) should be implemented. Teachers themselves should be pan-Indian in outlook. Important community agencies, mass communication media and the thoughts words and actions of adults must actively cooperate with home and school to promote integration. The State must strive to bring about economic equality and social cohesion and create in people a sense of confidence in the nation's future.

A8 EDUCATION FOR NATIONAL INTEGRATION, A SYMPOSIUM, COIMBATORE, 19-20 DECEMBER 1965. Recommendations. (In Avinashilingam T S Ed. Education for national integration, a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 152-65).

Eminent authors from various fields have contributed papers for the symposium. The problem of national integration is a complex one and has to be approached from several angles so as to get a complete picture. Accordingly, the role of cultural, religious, political, economic, social and psychological factors and the role of science, education, language and home in promoting national integration have been analysed. The recommendations given have been grouped under six heads, viz., educational, psychological, economic, political, social, religious, and cultural factors.

A9 GANGULI B N: Emotional integration and economic and social disparities. (In Seminar on National Integration, Delhi, April 16-17, 1958. Report. Delhi, University Grants Commission, 1961. 51-7).

Deals with the problem of emotional integration in the context of economic and social disparities and the role of education in the task of welding together classes, communities and regions in the face of separatist tendencies. It is pointed out that the

educator can be a powerful ally in the cause of at least moderating the excesses of a class-ridden society and preventing economic and social tension from undermining the very foundations of society. The educator can arrest the retreat from reason and create a rational perspective for understanding the problem of social and economic differences. Thus it is pleaded that the teaching of sociology should be made compulsory. Secondly, it is suggested that educational institutions which are denominational in character or which have a class basis (institutions for aristocracy or the upper class) should be banned. Overcrowding in educational institutions is the cause of the foot-loose youth lacking in the virtues of social chivalry or social solidarity. The way to challenge this malaise is to depart from the traditional methods of teaching and lay more stress on building up the community of teachers and students. Universities must find ways and means of training and refining of emotions, promoting group activities, and allowing natural leaders of students to rise up from the ranks of teachers as well as students themselves.

A10 GEORGE K M: Need for creating and making available suitable literature. (In Seminar on National Integration, Delhi, April 16-17, 1958. Report. Delhi, University Grants Commission, 1961. 80-7).

Cultural integration of India which includes intellectual and emotional integration has to be primarily achieved through the literatures of Indian languages. Translation from one Indian language into others is the only solution. The following suggestions are given: 1) young graduates who show talent as writers should be offered scholarships for study of other regional languages and literatures in universities in the respective regions; 32) study of languages other than one's own should be encouraged in schools and colleges; for postgraduate courses in languages, the study of a regional language other than the main subject should be made a compulsory subsidiary; 3) production of good inter-language dictionaries in all the combinations has to be promoted; such dictionaries could be tri-lingual with Hindi as the common factor; 4) steps should be taken to organize All India book exhibitions, writers' conferences and educational tours.

A11 HUMAYUN KABIR: National integration in India. Education Quarterly 1961, 13(51), 229-34.

It is observed that national integration requires both long and short term measures. The following long term measures are suggested: 1) the growing generations must be trained up to be Indians who accept their total heritage, for this there is need for reorientation of school courses, especially the teaching

of history; 2) while attempts are being made to develop Hindi, side by side development of other languages should be supported, translation of classics from one Indian language to all other Indian languages must be taken up so as to create a corpus of common Indian literature; 3) promotion of inter-State cultural exchanges and organization of museums at State and district levels so as to present the contribution of a particular area in the background of the totality of Indian culture should be given attention to. As short term measures, expansion of educational opportunities to the less fortunate sections of Indian people, provision of representation to different sections of people in all key services and removal of disparities have been recommended.

A12 HUMAYUN KABIR: Problems relating to national unity. (In Seminar on National Integration, Delhi, April, 16-17, 1958. Report. Delhi, University Grants Commission, 1961. 8-16).

The author in his inaugural address which dealt with the Indian heritage vis-a-vis integration, has recommended the following. The failure to articulate an intellectual system in which different beliefs could find their proper place is one of the reasons for the fissiparous tendencies. Indian universities must serve as a catalytic agent for the synthesis of cultures on an intellectual basis. There should be a national system of education. Universities should help to bring into one common pool the heritage derived from different elements in the national life so as to play a creative role in the evolution of a common Indian consciousness. Formation of intellectual associations which cut across the barriers of language, religion and community should be encouraged by the universities. Inter-University youth festivals and such other activities which strengthen national loyalty have to be organised. The universities should inculcate in the mind of the youth a sense of purpose based on the immense opportunities presented by the modern age, such a sense of purpose which will submerge personal or group jealousies.

A13 INDIA. COMMITTEE ON EMOTIONAL INTEGRATION. Report. Delhi, Ministry of Education, 1962. xvi, 277p.

The Committee was set up to study the role of education in promoting emotional integration and advise on the positive educational programmes for the purpose. The committee gave the following suggestions: 1) reorienting the school and college curriculum to suit the needs of a secular State; 2) stressing students' participation in such co-curricular activities as to develop well-adjusted personality; 3) special stress on teaching

social studies; 4) preparing textbooks which strengthen emotional integration; 5) teaching Hindi and English effectively besides the regional language and taking efforts to simplify Devanagari script; 6) training children to sing National Anthem and show reverence to the National Flag; 7) celebrating National Days and arranging special talks on the unity of the country for the benefit of students; 8) promoting student exchange and tours and putting up youth hostels throughout the country; 9) associating students with the cleanliness of the school premises; 10) giving no consideration for caste or group for the purposes of admission and scholarships; 11) removing domiciliary restrictions for migration of students from one State to another; 12) preparing educational and travel documentaries and undertaking special projects to enable children to know their country well; 13) deputing distinguished professors periodically to different universities; 14) setting up an All-India youth council to coordinate all the youth programmes.

A14 INDIA. MINISTRY OF EDUCATION AND YOUTH SERVICES. Constitution of the National Integration Samitis in universities and colleges. Delhi, the Ministry, 1970. 8p.

The aims and objectives of the Samitis are to: 1) foster the idea that India belongs to every Indian irrespective of caste, creed and colour; 2) familiarise students and teachers with the diversity of Indian culture and civilization; 3) undertake such activities as would eradicate communalism; 4) gather and disseminate all knowledge and information which may broaden the intellectual outlook of students and teachers and strengthen them in developing national and scientific attitudes; 5) render timely service to the community in times of communal disorder; 6) promote deep emotional involvement of the Indian youth in the manifold tasks of nation -building. To achieve the above objectives, a Samiti may a) organize lectures, seminars, film shows; b) provide hospitality to fellow students from other areas/regions in hostels, or in homes of Samiti members; c) sponsor purposive visits of teams of various faculty students to backward areas for rendering community service; d) constitute information centres to provide information regarding the life, culture, socio-economic development etc., of other regions; e) organize concerted efforts to fight rumours which endanger communal harmony and to promote well-being among the masses by studying the special difficulties experienced by minority communities or economically weaker sections of the society, and recommending suitable measures to appropriate authorities; f) publish such literature as would fulfil the basic aims of the Samiti. The composition of the Samiti, the formation and working of executive committee, appointment of office bearers, meetings, finances etc. have been spelled out in detail.

A15 INDIA. MINISTRY OF EDUCATION AND YOUTH SERVICES: National integration, programmes of the Union Ministry of Education. Delhi, the Ministry, 1971. vi, 34p.

Following the recommendations of the standing Committee of the National Integration Council, a committee of educationists and student leaders was set up with the following objectives: 1) to examine syllabi, curricula and textbooks with a view to emphasising values that promote unity and tolerance and excluding matdrial that are harmful for the above purpose; ii) to recommend measures for eliminating from the organizations of students and teachers all narrow communal feelings and to imbue them with a sense of national purpose. The committee of educationists and student leaders took steps to establish national integration samitis in all universities and colleges. There are 44 such samitis functioning now. The constitution of the samitis, their objectives and their functioning have been detailed. The following programmes which are also directed towards achieving national integration have been described: a) committee of writers and writers' camps; b) removal of domiciliary restrictions on admission to educational institutions; c) translation of books from one regional language into other regional languages; d) production of children's books designed to promote integration; e) inter-State student teacher camps; etc.

A16 KALI PRASAD: Role of universities in national integration. (In Seminar on National Integration, Delhi, April 16-17, 1958. Report. Delhi, University Grants Commission, 1961. 75-9).

The following suggestions have been given: 1) enabling free movement and exchange of teachers and students from one university to another for lectures, seminars, special training, research, community experience; 2) organizing summer courses to all students to usefully engage their energies during vacation; 3) strengthening student organizations for constructive work; 4) instituting cultural associations, language clubs or literary associations; students also may be encouraged to translate books; 5) housing students of different groups and regions in hostels on a 'mixed' basis; 6) not allowing denominational, group or caste organizations in universities and colleges; 7) encouraging inter-university migrations for short terms without any extra fees, and with adequate facilities; 8) providing stipends, fellowships, travel grants etc. for free mobility of students within the country; 9) undertaking an inter-university survey of needs, requirements and living conditions of students.

A17 KHADER P A: National integration and workers education. Workers Education 1971, January, 22-7.

Though the workers' organizations are traditionally secular and forward-looking, due to their educational backwardness the workers are liable to become easily susceptible to the malicious antinational propaganda. Herein lies the unique role of workers' education in promoting national integration by explaining to the workers the basic unity that lies under the various superficial communal, religious and regional differences. It is also the responsibility of workers' education to bring home to the workers the futility of the traditional religious and regional identities; they should be guided to associate themselves with the new groupings based on economic functions such as trade unions, cooperative societies, etc. A spirit of rationalism and humanism should be propagated through workers' education. The following suggestions have been made: 1) evolving special programmes relating to national integration separately for labour leaders and the workers; model programmes can be prepared by the Indian Institute of Workers Education for suitable adaptation by the regional centres; 2) devoting a certain percentage of the total training period to the cause of national integration and ensuring that these programmes are conducted in every region, preferably by the education officers; 3) issuing special government appeals to the Central organizations of workers and employers as well as the State governments for the provision of specified facilities.

A18 KULANDAIVEL K: Training of teachers for national integration. (In Avinashilingam T S Ed. Education for national integration, a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 117-27).

Since teachers have an important role in instilling the spirit of national integration in students, attention to this aspect has to be given at the training institutions. The atmosphere and activities in training institution should be such as to foster an all India outlook among the trainees. A sense of idealism has to be created in them. To acquaint them with the educational measures of bringing about national integration frequent seminars, symposia, study groups etc., have to be conducted. A factor which generates disintegrative forces is prejudice which in turn arises out of maladjustment or unfamiliarity. Teachers have to see that these factors are eliminated from school atmosphere. The following are some of the steps to be taken in schools and colleges to promote national integration for which teachers have to be properly trained: 1) Elementary level - story-telling about the national leaders and about the customs and cultures of other parts of the country, showing pictures, teaching bhajans and folk songs,

celebrating festivals of all religions, teaching to show respect to the National Flag and to sing National Anthem, etc.; 2) Secondary level - teaching Hindi to non-Hindi students and a South Indian language to Hindi students, conducting all-India excursions, listening to radio broadcasts from other regions, screening films about life in other parts of the country, encouraging to read novels and short stories adapted from other languages; 3) college level - admitting students from other regions, encouraging teachers to visit other States and universities and teach there for a few years, organizing inter-State student camps and conferences, conducting meetings and debates about national integration, devising activities to encourage group methods of learning etc.

A19 LINGAMURTY V: Education and national integration. Educational India 1965, 32(4), 119-21.

The kind of education which can bring about national integration depends on 1) the curriculum; 2) school; and 3) the government. The two aspects of curriculum are theoretical and practical, the former dealing with the subjects that are taught and the latter with extra-curricular activities. Broad and liberal outlook can be promoted by a proper study of subjects like history, philosophy, civics, geography, etc. India's unity in diversity has to be stressed. That throughout the history of India the forces of integration and disintegration have been working side by side and that when disintegration was having its sway it resulted in the enslavement of the country have to be emphasised. While teaching the Indian Constitution it has to be stressed that communal or caste differences have no constitutional sanction. Reform is required not only in the subjects taught but also in the methods of teaching. With regard to the practical side of the curriculum due importance must be given to activities like saluting the National Flag, singing the National Anthem, celebration of national days etc.

A20 MAHESWARI D P: Rāṣṭrīya ektā aur pāṭhya pustakeṁ (=National integration and text books). [Hindi]: Sahitya Paricay 1970, 5(2), 191-3, 202.

For nurturing the idea of national integration in the minds of students, textbooks should be prepared keeping in view the following points: 1) concept of national integration should be established as a matter of faith at the earliest stages in school; 3) all students should feel themselves as members of the large family comprising the entire population of the country; 4) India is multi-religious, multi-cultural and multi-racial country, students should learn to respect the religions

and customs of others; 5) they should love their country first and then their respective regions; 6) contributions of great men of past in the field of arts science technology etc. belong equally to all the countrymen; 7) text books should contain materials drawn from all the parts of the country; 8) the country belongs to all living in the country; 9) there should be special mention for national symbols viz. National Anthem and National Flag etc. in textbooks; 10) historical facts and events should be so presented in textbooks as not to injure the feeling of any community.

A21 MATHIAS T A: Education for national integration. Social Action 1970, 20(4), 372-84.

The two major facets to the problem of national integration are: 1) the question of religious differences, and 2) other sources of disunity like language, caste and race. With regard to the first facet, the objective to be aimed at through education in all its aspects and not merely through specially designed classes - instruction in moral and spiritual values and teaching of the principles of all the religions of India - is to evolve among students positive attitude to secularism; not an indifference to religion and its values, but a sympathetic and objective understanding of all religions and a willingness to treat religion as a personal matter which does not prejudice social or national policies. With regard to the second facet, the past political history of the country, its diverse population with 15 major languages, the caste and race distinctions, etc. are hindrances to national integration. To overcome these it is essential that education stresses the basic unifying bonds such as geographical unity, common history and common culture. Further, there must be equality of educational and employment opportunity for all classes of people.

A22 MEHTA T S: Inter-state student-teacher camps and national integration. Education Quarterly 1970, 21(4), 18-22.

Understanding the importance of education in promoting national integration, the National Council of Educational Research and Training decided to organise eight inter-State camps for students and teachers. The details of the programme are as follows. In each camp four or five States are represented. Fifteen students and three teachers are invited from each State. The objectives of the camp are to help the participants appreciate the diversity of the nation's culture and to promote unity, fellow-feeling and tolerance. Literary activities, debates and discussions are held on topics such as oneness of religion, communal harmony, national heritage, removal of untouchability, etc. Exhibitions and excursions are held.

The local community is also involved in organizing the camp. An evaluation undertaken after the first series of four camps revealed that: 1) activities enabled students of different regions to come closer and develop friendship; 2) the inter-State camps provided opportunities to children to understand and appreciate the richness of varied life in India; 3) the students return from camps as messengers of Indianness.

A23 MURIEL WASI: Scholarships and national integration. Education Quarterly 1970, 21(4), 25-7,

The two factors that are detrimental to national integration are communalism and regionalism. In order to successfully combat these evils it is suggested that a network of scholarships should be instituted at the postgraduate level throughout the country. These scholarships will enable the students from one region to stay and study in far off regions. This, it is argued, in the long run will promote integration.

A24 NATIONAL INTEGRATION COUNCIL. COMMITTEE ON EDUCATIONAL ASPECTS AND MASS MEDIA: Recommendations. Workers Education 1971, January, 4-5.

The Committee's recommendations as adopted by the National Integration Council on June 22, 1968 have been given. The Committee was of the view that education at all stages should be reoriented a) to create a sense of Indianness, unity and solidarity, b) to inculcate faith in Indian democracy; c) to help create a modern society out of the present traditional one; towards this end, the Committee suggested that i) state governments should appoint expert committees to organise preparation of textbooks for schools; ii) the Union Government should set up a National Board to coordinate the efforts of the State committees; iii) positive steps should be taken to correct regional imbalances in the provision of educational facilities, and to provide educational facilities in the rural and backward areas; the 'common school system' as recommended by the Education Commission (1964-66) should be started; iv) domiciliary restrictions for admission to educational institutions should be removed; v) the UGC should institute scholarships to enable meritorious students to go to other States for higher education; vi) inter-university meets should be organized and facilities given to students to visit other parts of the country during vacations; vii) university campuses should not be used for any communal or sectarian purposes.

A25 NILAKANTA SASTRI K A: Facets of Indian unity. Education Quarterly 1961, 13(51), 223-8.

Giving an historical account of the geographical and cultural unity of India since ancient times right down to the growth of modern nationalism, the author recommends the retention of English in the educational and administrative system and the recovery of the old spirit of tolerance.

A26 PRABHAKAR SINGH: Rāṣṭriya ektā aur śikṣak (= National integration and teachers) / Hindi /: Sahitya Paricay 1970, 5(1-2), 231-3, 235.

Teachers have a duty to spread the message of national integration. They have been asked to lay great stress on the following points while teaching in the classes: 1) all religions preach love, so one should respect followers of other religions also; 2) students should understand greatness and richness of their culture; they should feel proud of being Indians; 3) teachers should relate such historical events as foster sense of national integrity; 4) students should be taught about the importance of collective working in the day to day life; Teachers should be free from all prejudices, religious, social, political, etc. Language is the backbone of national integration. So teachers should teach the educands in their mother tongue. At the same time they should impress upon the students the need to learn the national link language i.e. Hindi.

A27 RAJAMMAL DEVADAS P: Cultivation of moral and spiritual values in education. (In Avinashilingam T S Ed. Education for national integration, a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 107-16).

For bringing about national integration it is essential to create in people moral and spiritual values such as love, tolerance kindness and consideration for others. The educational system has special responsibility in this regard. The Basic system of education in elementary schools offer opportunities to develop such qualities as team work, carrying out one's allotted work, obedience, punctuality, leadership etc. The secondary schools also can organise activities to promote such qualities. More than instruction, moral and spiritual qualities can be fostered in students by the exemplary behaviour of teachers. Emphasis should be laid on self-discipline for college students. The day in the college may be started with a common assembly and prayer. Reverence to National Flag, singing National Anthem, taking national integration pledge etc. should be frequently practised. Since cinema has a powerful appeal on the youth, the Government

should see that the films produced develop chaste tastes in students. The elite and the national leaders should set examples of good behaviour for students to emulate. The recommendations of the University Education Commission (1948-49), and the National Seminar on the Place of Spiritual Values in Education, Coimbatore (1963) have been listed.

A28 RAMANATHAN G: Educational Planning and national integration. Bombay, Asia Publishing House, 1965. vxi, 252p.

The book examines India's educational structure and policies in the context of national integration. The three lines of action suggested to promote national integration are: 1) educational system should be rescued from the stranglehold of the employment machinery and should thus cease to be an arena for any scramble for benefits; 2) language question should be left to be settled by natural process rather than by legislation and should cease to be an extraneous conditioning factor on the educational system; 3) educational system should be relieved of its deadweight of tradition and rebuilt as an instrument of cultural renaissance. The following specific recommendations are made: 1) integrating craft and other activities with the academic side of the curriculum at the primary stage; 2) at the secondary stage, having an articulated system of different patterns of education with channels of transfers and the coexistance of high school and higher secondary school; 3) introducing some organizational changes in universities and specializing in different fields of study to encourage mobility of scholars and students; 4) maintaining a healthy coordination between the utilitarian and intrinsic values of education. Other topics discussed are medium of instruction, language question, educational administration with emphasis of decentralization, need for an expert agency in the study and investigation of educational problems, etc.

A29 RAMASWAMI AIYER C P: Cultural factors in national integration (In Avinashilingam T S Ed. Education for national integration, a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 29-33).

The cosmopolitan and integrated nature of the ancient Indian centres of learning like Nalanda and Kancheepuram has been highlighted. It has been pointed out that universities and centres of learning exist for the development of individual and national capacity and national unity, and that they should keep in contact with, and reflect the spirit of, the changing times. The need for creating conditions conducive to physical health and vigour in students, and for teaching

science, history and social studies, literature and the fine arts, philosophy and religion has been stressed. One important pre-requisite for national integration is the realization of manifoldness in unity, and of interwovenness of all beings and all forms and views.

A30 RAO V K R V: Role of the university. (In Seminar on National Integration, Delhi, April 16-17, 1958. Report. Delhi, University Grants Commission, 1961. 66-74).

The factors which stand in the way of well-developed sense of national integration have been enumerated. Since universities are the institutions through which the leaders of the community emerge these institutions have an important part to play in fostering integration. The following suggestions have been given: 1) all universities must establish departments of modern Indian languages for teaching and research; Honours courses in the regional languages must include compulsorily the study of another regional language as a minor subject; 2) evolving new techniques of language teaching, translation of classics of one regional language into all regional languages, review of grammar and reform of scripts of all the regional languages, publication of multi-lingual dictionaries, evolution of a common script, are the various aspects to which attention should be given; 3) it is necessary to promote entry into each university of selected group of students from other regions; 4) attention should be given to the development of Hindi to enable it to function as the common medium of communication throughout India; 5) extra-curricular activities should be provided to students to promote mutual understanding between the classes and the masses, between the urban and rural areas; 6) caste associations, caste messes, caste hostels should not be allowed to function in educational institutions; 7) it is required to provide for systematic study of different religions with a view to promote understanding and mutual respect between them; 8) active scope should be provided within universities for the formation of groups and clubs for discussion of political, social and economic problems of the society.

A31 RAY I R: Integration of India through the national ideal, the role of children's literature. Education Quarterly 1970, 21(4), 15-17, 22.

The only sure foundation for the integration of the modern India is her own belief in the power of the spirit of man, the one spirit and the unity of the universe. This is the national ideal which binds all Indians. If the people are consciously aware of this national ideal, there will be general acceptance of the principles of justice, equality and sharing which flow from the consciousness of oneness.

The books children read and enjoy will influence their thinking. The ideas of national integration may therefore be conveyed to them in this way. Children's literature in India must reflect Indian culture, the values, loyalties and ideals and the way of life that is India's own. Books should be written in a vivid manner so that children love to read them.

A32 SAIYIDAIN K G: Textbooks and national unity. Education Quarterly 1970, 21(4), 11-14.

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Textbooks play an important part in promoting national unity in children's minds and evoking a love for the country. In the context where textbooks are the only books that might be handled by children, their importance increases. Some of the recent textbooks produced by the National Council of Educational Research and Training are successful in this regard. Textbook writers should be alive not only to the children's psychological and social needs but also to the natural wealth with which India is endowed - social, cultural and spiritual. The themes have to be presented in a lively manner and love of the country should be instilled by suggestion and implication. Indian Culture has to be presented in the form of life stories of saints, seers, artists, social servants, patriots, etc. For the higher classes, the textbooks have to present a critical evaluation and appreciation of the country's culture.

A33 SANTHANAM K: Political factors in national integration. (In Avinashilingam T S Ed. Education for national integration, a symposium. Coimbatore, Ramakrishna Mission Vidyalaya, 1967. 43-8).

Some of the suggestions offered are: 1) using English and the regional language as joint media for higher education throughout India together with the enforcement of the three language formula in the secondary schools; 2) linking education with the historical and cultural traditions of the regions and the communities concerned at the same time avoiding excessive emphasis on separatist tendencies; 3) inculcating a true religious spirit free from bigotry and intolerance in students through Gandhiji's writings; 4) organizing all India service by common recruitment on merit by the U.P.S.C. and posting the best recruits from each State to other distant States.

A34 SAPRE G N: We can integrate the nation. Workers Education 1971, January, 28-31.

Workers education can promote national integration by 1) familiarising the workers with the country's ancient culture

and traditions as well as the present life and traditions of the different parts of the country; 2) acquainting them with the main features of the constitution, the duties and responsibilities of a citizen, and the country's aspirations; 3) explaining to them the meaning of secularism and the importance of communal harmony; 4) creating trade union consciousness amongst the workers and providing them personal contacts with their counterparts all over the country through study tours, camps, etc. The significant role being played by trade unions in national integration has been pointed out.

A35 SEMINAR ON NATIONAL INTEGRATION, DELHI APRIL 16-17, 1958. Report. Delhi, University Grants Commission, 1961. iv, 127p.

The seminar was attended by representatives from 20 universities. Three discussion groups were formed: 1) economic and social factors, 2) educational institutions, 3) literature and cultural media. Eleven papers also were presented. The seminar made the following recommendations: 1) rapid economic development should be achieved to reduce social and economic inequalities among various sections of people and regions of the country; 2) both learned and popular books on the political, social and cultural history of India are to be written to promote proper understanding of Indian history; 3) research should be undertaken to probe into factors leading to social tensions; for this the sociology departments of universities should be strengthened; 4) best books of different Indian languages should be translated into other languages; 5) efforts should be made to simplify the language scripts; 6) attention should be given to production of multilingual dictionaries and teaching of modern Indian languages; 7) general education courses that are being introduced in various universities and colleges should develop in students, scientific, humanistic, artistic and social attitudes conducive to the development of a sense of national unity, and important national days should be celebrated by these institutions; 8) writers and intellectuals should be enabled to travel widely in the country and meet their counterparts in other regions; 9) admission of students, appointment of teachers and hostel accomodation should not be governed by linguistic, communal or caste considerations; 10) English should continue to be the medium of instruction along with the regional language or Hindi; 11) teachers and students should be encouraged to play an important part in promoting rationality, objectivity and a scientific attitude and in fighting obscurantism, superstition and intolerance.

A36 SHAH A.B: National integration and the need for national university. (In his Planning for democracy. Bombay, Manaktalas, 1967. 171-8).

The role of university in promoting national integration and universality is stressed. But, paradoxically, in societies

which need it most, it functions with handicaps like State interference and regional and linguistic chauvinism. The demand for use of mother tongue as university medium is a case in point. Though it is agreed that it would be pedagogically sound and facilitate easy diffusion of knowledge and culture, in the Indian context it would lead to deterioration of standards and fragmentation of the country's elite and snapping of the common bond. Doubt is expressed if Hindi would ever be able to replace English with little adverse effects. So, it is contended that creation of a few national residential universities with English as medium and controlled by the University Grants Commission is necessary to preserve the national oneness. These institutions would have very salutary effect on the other regional universities.

A37 SHARMA D L: National integration through kendriya vidyalayas. Education Quarterly 1970, 21(4), 23-4.

The following factors which are inherent in the very scheme of Kendriya Vidyalayas foster national integration: 1) there is common pattern of education, same syllabus, textbooks and medium of instruction in all Kendriya Vidyalayas; 2) children from all the regions are catered for; in any Kendriya Vidyalaya at any particular time, children from all parts of the country are studying since these schools are meant for children whose parents are transferrable from one part of the country to another. The following additional programmes are also carried out: 1) regional meets, competitions and contests between students of different Kendriya Vidyalayas are held; there is an yearly national gathering also; 2) at the instance of the Ministry of Education, student exchanges are organised between Kendriya Vidyalayas themselves and between them and other schools.

A38 SHRIMAN NARAYAN: Education and national integration. (In his 'Towards better education'. Ahmedabad, Navajivan Publishing House, 1969. 70-5).

Contrary to common belief, it is held that the reorganization of the States in India on linguistic basis has been a right step, because stronger national ties cannot be promoted by suppressing regional languages. However, there is need to pay more attention to the various recommendations of the States Reorganization Commission such as safeguards for minority linguistic groups in the sphere of education and administration, and more balanced regional economic development. In the sphere of education, it is suggested that the three-language formula - mother tongue, Hindi and English, should be implemented.

The North-Indian universities should specialise in teaching Southern languages. The Centre and State Governments should encourage development of Hindi as an all-India language. In order to imbibe the spirit of common citizenship in the young, singing of National Anthem and saluting the National Flag should be practised in a systematic manner. All efforts should be made by educational institutions to spread an atmosphere of national unity; students should be taught the cultural heritage of India and the need for cultural and spiritual synthesis.

A39 SHUKLA R P: Rāṣṭrīya ektā aur pāṭhyakram. (= National integration and curriculum). [Hindi]: Sahitya Paricay 1970, 5(1-2), 199-202.

The following suggestions are given: 1) stories of great patriots who fought for independence and geographical integrity of the country should be included; 2) curriculum should be so designed as to make students aware of the abundance of economic resources of India and of the need for mutual co-operation of all the regions; 3) the bad effects of regional disputes should be highlighted; 4) importance of the national official language i.e. Hindi as a common medium of communication and understanding should be emphasised; 5) curriculum should contain all such material which would fulfil the needs of coming generations;

A40 VENKATA RAO V: Emotional integration of independent India. Journal of the University of Gauhati 1962, 13(1), Arts, 1-17.

The several obstacles in the way of emotional integration are lack of common script, caste system, linguism, indiscipline and intolerance. The following suggestions have been given for promoting national integration: 1) education should be made a concurrent subject; it should be brought under the control of the State and not left to the management of private agencies; 2) English should be the medium of instruction in universities and colleges; 3) the communal universities should be abolished. It is pointed out that national integration suffers when economic disparities persist in the society. Hence it is suggested that steps should be taken to bridge the economic gap between various sections of the society.

A41 ZIAUDDIN ALAVI S M: Emotional integration and national unity. Education Quarterly 1961, 13(51), 264-7.

Life in educational institutions can be organized in such a way as to promote among students socially integrative behaviour

by eliminating all signs of domination of one group over the other. The measures suggested are: 1) providing fullest scope for individual development, satisfaction of physical and psychical needs; giving individual instruction and making guidance programme as an essential feature of every school; 2) compelling all institutions to admit students of all communities, castes and creeds to provide opportunity for cross-cultural contacts; 3) providing opportunities for civic participation through the adoption of socialised class procedures such as project method, discussion method, service projects and social surveys; this will enable students to be conversant with democratic traditions, help them understand their duties and know the community in an intimate way; 4) making students understand the purpose of education and appreciate the value system through a carefully selected curriculum taking care to avoid indoctrination.